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ABSTRACT

This study examined the role perceptions of full-time faculty members at a large mid-Atlantic community college, focusing on role conflicts and levels of job satisfaction. One hundred and seventy-seven faculty members responded to surveys, and 20 participated in four focus groups organized according to race and gender, which yielded descriptive demographic, role conflict, and job satisfaction data. The primary conclusion drawn from this study is that faculty at this community college are generally satisfied with their roles. Faculty members who responded were comfortable with themselves as teachers and believed they played a role in helping students reach their academic and personal goals. White women and black men are more likely to report higher levels of role conflict, caused by a lack of agreement between the actual requirements of a role and the perceived expectations of the individual in that role. More differences in perceptions of job satisfaction and role conflicts were uncovered through the focus groups than through the survey. Faculty members report that the goals of the community college differ from those of four-year institutions in that they see their work as providing educational opportunities for disadvantaged students, thus they derive satisfaction from the success of these students. Contains 81 references. (AS)

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THE CATHOLIC UNIVERSITY OF AMERICA

Role Perceptions and Job Satisfaction of Community College Faculty

A DISSERTATION

Submitted to the Faculty of the

Department of Education

School of Arts and Sciences

of the Catholic University of America

In Partial Fulfillment of the Requirements

For the Degree

Doctor of Philosophy

by

Saladin K.T. Corbin

Washington, D.C.

1998

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Role Perceptions and Job Satisfaction of Community College Faculty

Saladin K.T. Corbin

Abstract

This study examined the role perceptions of full-time faculty members at a community college. Specifically, the role conflicts and levels of job satisfaction of the faculty were explored. A survey was sent to all full-time faculty members (n=485) of a large community college in the mid-Atlantic. The survey was compiled specifically for this study to elicit demographic, role conflict, and job satisfaction data from the respondents. Additionally, several of the faculty members participated in focus groups to yield more descriptive information about their role perceptions. It was hypothesized that women and minority faculty members would have different perceived roles and that these perceived differences lead to role conflict within the faculty member even if s/he is satisfied with the position.

A faculty survey was completed by 177 full-time faculty members from a community college in the mid-Atlantic. Additionally, four focus groups were conducted (4-6 members each, n=20) according to race and gender. Both the survey and focus groups generated data regarding role perceptions and job satisfaction of the faculty members. The

quantitative (survey) and qualitative (focus groups) data from the survey and focus groups present different results. According to the survey, no significant gender differences were obtained on any scale, and the only significant ethnic difference was obtained in role conflict, however, the number of minority respondents was too small to warrant any valid drawing of conclusions for these populations. Conversely, the focus groups generated data that was rich with perceived differences in roles.

The primary conclusion drawn from this study is that the faculty at this community college are generally satisfied with their roles. Faculty members who responded were comfortable with themselves as teachers and believed that they played a role in helping students to reach their academic and personal goals. A second major finding of this study is that race and gender do interact and impact faculty perceptions of roles. In fact, at this institution white males have more in common with black females and black males have more in common with white females in terms of how their respective roles are perceived.

Faculty members report that the goal of the community college is different than that of four-year institutions in higher education. Most faculty see their work as providing educational opportunities for disadvantaged students thus they derive satisfaction from the successes of these students. At this college, students are generally perceived

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as being numerous and under prepared so faculty become frustrated with their lack of success in an institution that is supposed to provide an avenue for these students to become successful. Furthermore, there is consensus in the perceived difficulty to reach some of the students who need help the most, especially with black males. Thus, the smaller successes with individual students tends to outweigh the more numerous and regular failures that faculty experience.

The importance of the results from this study is that satisfied faculty provide a source of strength and identity to the college atmosphere. They see their role as more instrumental in helping students to expand their educational goals. This adds to the improvement of college climates by stimulating learning, and increasing an understanding of racial, cultural, and ideological diversity, and helps colleges and universities become more representative of and responsive to those that they currently serve and will increasingly serve in the coming century.

This dissertation was approved by Dr. Vernon C. Polite, as Director and by Dr. Carol Walker and Dr. Ellen Gagne as readers.

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Director

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Reader

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Reader

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Chapter I

Introduction

Background

The purpose of this study is to examine the role perceptions of full-time faculty at a community college. More specifically, it is concerned with how higher education faculty perceive their roles, with whether these role perceptions differ for women and minorities, and whether any such differences are perceived to be stressful. This study also explores the levels of job satisfaction of faculty members as related to their roles. While there has been research into cultural characteristics of a newly formed community college (London, 1978), and research into the characteristics of students at the community college (Weis, 1985), there have been few previous studies investigating the perceived roles of community college faculty in higher education (Payne, 1985; Toman, 1995; Thomas & Asunka, 1995). Equally important is an investigation of how women and minority faculty perceive their roles and whether these role perceptions differ significantly from the perceptions of white male faculty. Minorities make up less than 3% of the faculty in most predominantly white institutions (Mickelson & Oliver, 1991) and are also less likely than white faculty to be in tenure-track and senior-level positions (Reyes & Halcon, 1990).

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The number of students in the United States who pursue an undergraduate education at community colleges has grown tremendously over the past several years. In 1991, community colleges enrolled almost 44% of all undergraduates in the United States (Chronicle of Higher Education, 1996). These students included 51% of the minority undergraduates enrolled in higher education. In 1992, community college enrollment expanded to just under 46% of all undergraduates. With minority enrollment at community colleges increasing both in number and in relation to enrollment at four-year institutions, minorities are increasingly impacted by the classroom and administrative climate. As education initiatives, tax incentives and job retraining programs are implemented, overall enrollment, as well as the percentage of minority students, is expected to increase even more (National Profile of Community Colleges: Trends and Statistics 1997-1998). As a result of this growth, there are increasing numbers of students influenced by community college faculty and the cultures inherent in these institutions.

Community colleges were established as open admissions institutions and typically provide four types of education: 1) vocational-technical training, 2) remedial education, 3) community education, and 4) transfer education for students seeking low-cost transfer credits towards a

baccalaureate degree (Cohen & Brawer, 1989). Community colleges are ultimately concerned with providing a high quality education to a wide variety of students. Community college students are likely influenced by how faculty members view their roles within higher education. For example, if college faculty perceive themselves to be role models, their self-perceptions are likely to have an effect on students.

Simpson and Galbo (1986) argue that the quality of the teacher-student relationship is critical to efficient communication. They propose that the personality of the teacher is the most significant instrument of instruction. Effective teachers know how to utilize their personalities to stimulate connections between students' existing knowledge and the subject matter. Jones (1989) found that student ratings of teachers' competence depend on their perceptions of teachers' personalities as well as their perceived level of competence. Generally, students report two types of factors associated with good teachers: technical and interpersonal factors. Jones (1989) defines interpersonal factors as those that humanize the classroom and help students achieve a feeling of self-worth. Thus, students who feel that they can relate to or identify with a teacher are in a position of being better prepared to learn from him/her.

The responsibilities of faculty members in community colleges differ significantly from the responsibilities of faculty at four-year institutions. Most community college faculty do not engage in research, have greater teaching obligations, and they publish less frequently. The Carnegie Foundation (1989) study showed that 77% of two-year faculty identified their primary role as teachers versus 26% of the faculty at four-year institutions. Only 32% of community college faculty indicated that they were engaged in scholarly work leading to publication, thus, 82% of community college faculty members had not published within the last two years.

Unfortunately, there are many political and professional barriers confronting instructional improvement in higher education. Faced with the daily pressures of teaching, many college/university instructors, neither expert in pedagogy nor interested in research on teaching, resort to intuition, speculation, and anecdote to resolve their instructional dilemmas (Weimer, 1993). Unlike primary and secondary school teachers, college/university instructors receive little or no formal training in pedagogy before their first class, and their certification to teach is their obtained graduate degree. In modern times, colleges and universities have predominantly assumed the research university model. Funds, prestige, reputation, and

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many institutional resources are awarded to faculty who commit heavily to research efforts, much to the dismay of those committed to teaching. Consequently, teaching has become accepted as a routine, undervalued part of the instructor's job.

Statement of the Problem

It is likely that faculty role perceptions affect their teaching styles, and consequently, effectiveness of teaching. Given the increasing numbers of women and minority students, particularly at the community college level, and the need for women and minority faculty, it is appropriate to explore the perceived professional roles of faculty at these institutions. Very little quantitative or qualitative research has been done to investigate community college faculty (Thomas & Asunka, 1995). Thus, it will be helpful to understand how community college faculty view their respective roles and responsibilities in order to meet their own needs and the needs of the college and its students (Toman, 1995). The significance of the issue of role perceptions relates to how they influence faculty performance in their duties as educators. If professional roles are socially constructed, then the institution, students, colleagues and discipline should have a transactional influence on the roles of community college

faculty. This study contributes insight into the role perceptions, expectations, conflicts, and satisfactions within higher education, specifically, community college teaching, and the effects of gender and ethnicity.

Purpose of the Study

The purpose of this study was to explore the role perceptions of community college faculty in relation to their interactions with students, colleagues, and respective disciplines. Role perceptions are specific behaviors expected in a teaching position in an institution of higher education as understood by the faculty member. Community colleges can be distinguished from four-year colleges in many ways and the roles of the faculty in these colleges differ as well. As community college faculty members impact ever increasing numbers of students, it is helpful to examine the role of faculty at these institutions to better understand their role perceptions, expectations, conflicts, and satisfactions.

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Research Questions

1) What are the role perceptions of community college faculty?

2) Are role perceptions of women and minority faculty quantitatively and/or qualitatively different than white male faculty members?

3) How do women and minority faculty differ in their self-evaluations of role conflict?

4) What factors are associated with job satisfaction among community college faculty? Do these factors differ for women and minority faculty?

Research Hypotheses

1) Women and minority faculty will have different role perceptions at the community college than white male faculty.

Rationale: DeVries (1975) suggests that faculty members' role expectations are determined by significant others in the work environment (superiors, colleagues, students). Women and minority faculty have different significant others and therefore may have different role expectations as affected by culture. Women and minority faculty are expected to assume additional responsibilities at institutions where there are large numbers of women and minority students (Payne, 1985). Specifically, Payne states that these faculty members are expected to meet the needs of

both the general student population and those of minority students.

2) The difference in role perceptions of women and minority faculty leads to greater role conflict within these faculty members.

Rationale: Sarbin & Allen (1969) suggest that role expectations beyond the contractual obligations of the institution create self-role incongruence that most often leads to internal conflict (stress) within the faculty member.

3) The perceived levels of stress due to role conflict will be viewed negatively by some faculty members and positively by others.

Rationale: Corbin (1995) in his interviews with African American faculty found that reported stress levels due to role conflict were interpreted differently by different faculty members. Some faculty members reported stress to have a positive influence on their roles while others reported negative influences.

4) Women and minority faculty will report lower levels of job satisfaction than other faculty.

Rationale: Hartline & Ferrell (1996) suggests that individuals experiencing role conflict in their positions of employment will have greater levels of job dissatisfaction.

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Operational Definitions

The following terms are defined for the purposes of this study:

Community College - a two-year higher education institution whose purpose is primarily for the attainment of an associate's degree or transfer education.

Faculty - the entire teaching and administrative staff who have academic rank in a university, college, or school.

Focus Group - a method for conducting qualitative research in which a group of individuals are interviewed simultaneously using a discussion format.

High Moderator Involvement - a technique for focus group moderation where the moderator controls both the topics that are discussed and the dynamics of the group discussion.

Minority - pertaining to faculty members that are non-white and disproportionately under-represented based on ethnicity (African/Asian/Hispanic/Native American).

Role Conflict - the amount of disagreement (incongruence) between the contractual role obligations of an individual and his/her own expectations of the position.

Role Perceptions - specific behaviors expected in a teaching position in an institution of higher education as understood by the faculty member.

University - a four-year higher education institution operating primarily for the attainment of a bachelor's degree.

Significance of the Study

Currently, more is known about the status of students than about the status of faculty in American colleges and universities (Altbach & Lomotey, 1991). Also, it has been projected that whereas student enrollment in higher education will increase in the coming decade, there will be a decline in the availability of faculty, especially those from minority groups (Hudson Institute, 1990). The combination of the limited knowledge about faculty in higher education and the projected shortage in their availability call for more studies of faculty in American colleges and universities. The results of this study add to the limited knowledge about faculty role perceptions and job satisfaction in community college higher education, particularly as it regards women and minority faculty.

It is important to consider the views of faculty regarding their satisfaction with their roles. Satisfied faculty provide a source of strength and identity to the college atmosphere. Abraham (1994) found that instructors with high and medium levels of job satisfaction were more effective than those with low job satisfaction. Job satisfaction was independent of length of service and

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related solely to an individual's attitude toward his or her job. Additionally, satisfied faculty perceived their roles as more instrumental in helping students to expand their educational goals. Knowledge such as this supports the improvement of college climates by increasing our understanding of racial, cultural, and ideological diversity, and helping colleges and universities become more representative of and responsive to those that they currently serve and will increasingly serve in the coming century (Miller, 1995).

Limitation of the Study

The data is gathered from one community college and limited to the faculty members who willingly responded, which will not articulate the voice of the members who did not respond. Also, the small percentage of minority faculty at this institution cautions against generalizing from these groups to other women and/or minority faculty at two-year colleges.

Chapter II

Review of Related Literature

This review examines three major areas. The first is the history and function of community colleges. The second is an overview of role theory and its application to the field of education. The last is a review of other research studies that offer a basis for comparison to the present one.

History of the Community College

Two-year colleges were first established in 1901, and by 1920 enrolled fewer than 10,000 students (Kantor, 1992). The Truman Commission Report of 1947 advocated increased college attendance for more Americans, including attainment of a two-year degree for some, and boosted expansion of a network of community colleges. The availability of state and federal funding encouraged the expansion of community colleges to larger numbers of communities such that an affordable higher education was relatively close to home for most Americans by the 1970s. The development of community colleges shifted college attendance from only those who could afford to pay costly private college tuition at four-year state schools, to increasing numbers of minority students, non-traditional students, and part-time students (Cohen & Brawer, 1987).

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Changes in civil rights legislation and in funding of two-year colleges, as a result of the Higher Education Act of 1965 opened opportunities for higher education to minority students and non-traditional students in greater numbers than ever before (Brint & Karabel, 1989). The openness of community colleges made them attractive to minority, poor, and elderly students who faced increasing barriers of access to four-year institutions. Further, enrollment at community colleges is positively correlated with the economy in that as unemployment rates go up, so does enrollment. Consequently, these students brought with them a host of socioeconomic problems as well. Many had children, financial responsibilities, full-time jobs, and were supporting other relatives. However, community colleges are sometimes the only opportunity available for students with past academic failures or who are poor (Brint & Karabel, 1989).

Currently, community colleges enroll six million students, almost 50% of all undergraduates in the United States. Among these are 58% of the American Indian students in college, 46% of African American undergraduates, and over 61% of Hispanic undergraduates (Chronicle of Higher Education, 1996).

In 1992, Eaton suggested that pedagogy is the central theme of many community college faculty, but there are other roles which faculty cite as part of their job

responsibilities as well. In 1987, Cohen & Brawer suggested that community college faculty are more student-centered than four-year college faculty, which are more often discipline-centered. The faculty surveyed indicated a willingness to individualize their teaching in order to help students.

Also, non-traditional methods of teaching have sometimes been found to be necessary to achieve results in community college education. Hughes' (1992) study of community college faculty found that they had to utilize techniques other than lecture to promote critical thinking in their students. Community college faculty must be self-confident and work in an atmosphere that allows experimentation with non-traditional teaching methods.

In a 1990 study, Seldin noted that most four-year college faculty consider teaching to be an important task, but secondary to research efforts that are rewarded with tenure and promotion. While factors other than teaching are considered in promotion decisions of community college faculty, there remains an emphasis on teaching at these institutions. The Carnegie Foundation (1989) found that 77% of the faculty at community colleges identified their interests as lying primarily in teaching, as opposed to research, while only 26% of faculty at four-year institutions described themselves this way. This report also found faculty at community colleges to be more

satisfied in some respects than faculty at four-year institutions. Fewer two-year faculty reported having thoughts of leaving academia within the past two years of the study, and fewer reported excessive personal stress as a result of their jobs.

Community colleges face many conflicts in trying to fulfill many functions. While they recognize that they serve a diverse population of students, they often find themselves the only educational opportunity in the community for students who seek to further their education. Community colleges also provide access for students without traditional academic credentials, who are highly motivated but who may not have been previously successful in academia (Cohen & Brawer, 1987). Thus, student diversity and achievement serve as sources of satisfaction to faculty at community colleges. Cohen and Brawer (1987) found that commitment to furthering student development provided tremendous rewards to community college instructors. Furthermore, Weis (1985) found that community college faculty defined their success on the basis of their students' success.

Role Theory

The role of an instructor at a community college is largely determined by the values that are shared by the professional community (DeVries, 1975). Therefore, role

theory (from social psychology) is an appropriate framework for describing this phenomenon and serves as the theoretical foundation for this study (Sarbin & Allen, 1969). Characteristic behavior patterns or roles are the key to role theory. The theory explains roles by presuming that individuals occupy one or more positions in a particular social system and are aware of the norms and expectations of others regarding appropriate behavior in each position. The individual also has personal ideas of what behavior is appropriate for each position and an individualistic coping style to deal with any discrepancies between self and the position, based on the feedback received from others. In other words, individuals behave in ways that are different and predictable depending on their respective social identities within the context. In essence, the central view of role theory is that individuals play many parts in their lives whose basic scripts are provided by others, yet whose enactment is their own. Role theory also presumes that expectations are the major contributor to roles, that these expectations are learned through experience, and that individuals are aware of the expectations that they hold. This means that role theory presumes a thoughtful, socially aware human actor (Biddle, 1979).

There are different perspectives on role theory (functional, symbolic interactionist, structural, organizational, perceptual, and cognitive) which come from

different disciplines such as psychology, sociology, and anthropology (Biddle, 1986).

Functional role theory, from sociology, began with the work of Parsons (1951) and focuses on the characteristic behaviors of persons who occupy social positions within a stable social system. This perspective considers the macro issue of how the system of role behaviors helps maintain the social structure itself. Roles are conceived as the shared normative expectations that prescribe and explain these behaviors. Actors in the social system have presumably been taught these norms and may be counted upon to conform to norms for their own conduct and to sanction others for feedback. Since the stability of the social structure is dependent, in part, on the extent to which individuals demonstrate behavior within the norms, attention is focused on such issues as: the mechanisms utilized to assure conformity to social norms; the impact of engaging in deviant behaviors; the relationship between those in positions of social control and those being controlled; as well as the infinite ways in which the behavior of individuals in their daily interactions reflects social rather than psychological forces.

Functional role theory was the dominant role theory until the mid-1970s, however, this perspective has lost its leading position in sociology due to criticisms of its definition of roles. That is, roles may or may not be

associated with functions, and may or may not lead to conformity or sanctioning (Biddle, 1986).

Symbolic interactionist role theory, which has its origins in anthropology, began with Mead (1934) and emphasized the roles of individual actors, the evolution of roles through social interaction, and a variety of cognitive concepts through which social actors understand and interpret their own and others' conduct. Mead's research focused on the interaction between individuals via symbolic behaviors, such as verbal and nonverbal language, that function as stimuli. This perspective separates the different roles played by an individual in a variety of daily situations and examines how they are performed. Attention is directed at the person's efforts within the frame of a social context. Roles are thought to reflect norms, attitudes, contextual demands, negotiation, and the evolving definition of the situation as understood by the actors.

Symbolic interactionists are criticized for failing to attend to actors' expectations for other persons or to structural constraints upon expectations and roles. Additionally, it is not always clear from the writings of symbolic interactionists whether expectations are assumed to generate, to follow from, or to evolve conjointly with roles. Furthermore, not all symbolic interactionists utilize the role concept (Biddle, 1986).

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Structural role theory (Levy, 1952), which was also established by anthropologists, is not directed at the role performances of individuals, but rather at a description of roles as social quantities. It is a mathematically expressed theory concerning structured role relationships. Attention is focused upon social structures which are conceived as stable organizations of sets of persons called 'statuses' who share the same roles that are directed towards other sets of persons in the structure. This model contends that every social group consists of a collection of individuals which must be present to enable the group to exist and develop. Such concepts leads to discussions of social networks, kinships, role sets, exchange relationships, and analysis of economic behaviors. Thus, structuralists focus more on the social environment than on the individual, and their perspective is presented in mathematical symbols. It is simply a question of the division of labor that must exist within a given group for everything to function (Holm, 1997). Structural role theory has not, to this point, achieved a large following, perhaps because most social scientists seem unwilling to read arguments that are expressed in mathematical symbols, and structuralists tend to ignore individual experience (Biddle, 1986).

Organizational role theory, which evolved from industrial-organizational psychology, sees social systems as

formal organizations that are pre-planned, task-oriented, and hierarchical (Gross, Mason, & McEachern, 1958). Roles in such organizations are assumed to be associated with identified social positions and to be generated by normative expectations. Norms vary among individuals and may reflect both the official demands of the organizations and the pressures of informal groups. Individuals are often subjected to role conflicts in which they must contend with antithetical norms for their behavior. Such role conflicts must be resolved if the individual is to be happy and the organization is to prosper.

Organizational role theory has had considerable impact among business schools, industrial/organizational psychologists, and sociologists, however, it has been criticized for its presumption that organizations are stable and that its participants will inevitably be happy and productive once role conflict is resolved (Biddle, 1986).

Another role theory perspective was chiefly developed by Sunden (1959) and is termed the perceptual model, because it is primarily concerned with processes within an individual (Holm, 1997). As we mature, we construct models that enable us to experience the world as meaningful. In contrast, however, if we have no properly functioning models, we experience chaos, panic and despair. The perceptual model is applied mainly in Nordic countries, and is used to explain religious and supernatural experiences.

This model was also incorporated into Holm's (1997) integrated model. Holm proposes that to exist the individual entails confrontation with life conditions and surrounding individuals. Once life has begun, a struggle for a meaningful relationship with the environment emerges, and one acquires a history of one's own personal narrative.

Through early experiences, one acquires forceful memory models for control, integration and interpretation of life's experiences. Emotional components can strongly impact the way in which memory images are stored, and the relation to other people is an important element in the struggle for a meaningful relation to the environment, for living space. Therefore, the capacity to express oneself in symbols becomes an important factor in the struggle. By means of symbols, life memories can be combined into a powerful force in an individual's mind, and psychic memory can be preserved and instantly actuated for the individual.

The bulk of empirical role research and the most appropriate theoretical framework for this study is cognitive role theory, which is derived from cognitive social psychology. Research in the cognitive role theory area began with Moreno's (1934) examination of role playing, when the person attempts to imitate the roles of others. Moreno's research generated several other studies by psychologists (Janis & Mann, 1977; McNamara & Blumer, 1982) and produced significant application and research in

the area of cognitive role theory and gender differences (Blau & Goodman, 1991).

This perspective is primarily concerned with the ways in which socially prescribed roles influence the behavior of individuals. Attention is focused on such issues as: the processes by which individuals are socialized into role behavior; the stresses placed on the individual by the necessity to perform multiple roles; the impact on the individual of the sanctions imposed for violation of norms; the ways in which the interaction between persons is structured by their role expectations of one another and themselves in their complementary positions; and the ways in which an individual's sense of self is influenced by the various positions she occupies and the effectiveness with which she plays her roles. The strength of cognitive role theory is its microscopic approach to social roles. Internal individualistic factors in role construction such as perceptions, expectations, and conflict are emphasized, which attribute significant influence to the individual in constructing his/her role. This microscopic approach, although more focused, is nevertheless limited in that it ignores the greater contextual factors and dynamics that other perspectives attempt to capture.

There are other criticisms of cognitive role theory that have been cited. As a rule, the insights of this perspective tend to rely too heavily on contemporary

American culture, and its research fails to explore the contextual limitations of effects. Additionally, cognitive role theory tends to ignore the dynamic and evolving character of human interaction (Biddle, 1986). Further, cognitive role theorists, by focusing on the individual, often neglect the role perspectives proposed by theorists from the other traditions that emphasize temporal or structural factors in social interactions. At the present time, however, cognitive role theory appears to have a broader empirical base than other perspectives in the field (Blatner, 1991).

The majority of current cognitive role theory based research efforts focus on the relationships between role expectations and behavior, precisely as this study proposes to do, which makes it an appropriate theoretical framework for this study. Cognitive role theory research attends to social conditions that give rise to expectations, to techniques for measuring expectations, as well as to the impact of expectations on social conduct. Many cognitive role theorists have also concerned themselves with the ways in which a person perceives the expectations of others and have examined the effects of those perceptions on behavior, specifically in the areas of gender and psychotherapy (Blatner, 1991).

A basic assumption made by cognitive role theorists is that an individual, in the performance of his/her various

roles, is highly attuned to the actual and/or perceived reactions of a subset of other individuals in his/her environment. The variable of interest to cognitive role theorists, namely role behavior, is embedded in a social or interpersonal context, with role behavior being largely a function of the role expectations of other relevant individuals who constitute the role set. The role set is defined as a cluster of roles which have been assumed by interacting with different relevant others (Sarbin & Allen, 1969). This role set has more or less definite expectations concerning what the individual should do.

DeVries (1975) has identified a number of groups or individuals which might form a faculty member's role set. First, the departmental colleagues are cited as being an important influence over a faculty member. The receptivity of faculty members to the values shared by the profession-at-large is a theme found often in academic studies (Rich & Jolicoeur, 1978).

A second possible influence in a faculty member's role set is the college or university by which s/he is employed. For example, a university may dictate formal expectations that encourage or restrict a faculty member's efforts at various roles (i.e. number of classes taught or number of publications expected).

Another possible influence is the faculty member's immediate supervisor, who is usually the department

chairperson. Faculty confer with their departmental chairperson about specific duties (i.e. participation on committees), and most administrative problems.

A fourth possible influence is the faculty member him/herself. For example, the faculty member may bring his/her own set of values and expectations to the position as an independent source of influence. Faculty members typically are highly autonomous and highly responsive to the professional values they hold (Devries, 1975).

Finally, students can influence a faculty member's role expectations. Students bring and voice their own needs and concerns to faculty which often manifest themselves in the form of mentoring, tutoring, or involvement in extracurricular activities.

Also at the heart of cognitive role theory is the concept of role conflict. Role conflict is the amount of disagreement between the role requirements of an individual and his/her expectations or values. If the individual's self is more than a collection of the role s/he is required to perform, then dissension between the self and the role requirements result in psychological conflict (Blatner, 1991). For example, a faculty member who is required to teach three undergraduate courses each semester, but who feels teaching is of little value and unrewarding will experience role conflict.

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Role conflict could also be the result of a lack of necessary information available to a given position (role ambiguity), which also leads to stress and increases the probability that a person will be dissatisfied with his/her role, and will thus perform less effectively.

Studies in the area of role conflict suggest that role conflict is stressful, and is associated with malintegration in the work place. Role conflict is also linked to poor job performance, lower commitment to the institution, and higher rates of accidents and resignations (Fisher & Gitelson, 1983; Bacharach, Bamberger, and Mitchell, 1990; Coll, 1993; Rahim & Psenicka, 1996). A recent study by Hartline & Ferrell (1996) examined the attitudinal responses of 59 customer-contact employees. In this study, role conflict was seen as diminishing employees' ability to serve customers and decreasing customers' perceptions of service quality. Employees who experience role conflict become emotionally aroused in their efforts to cope with conflicting role demands. Because role conflict is an unavoidable aspect of the contact employee's job, coping with role conflict may be a prerequisite for successful role performance. The researchers suggested that role conflict increases self-efficacy, which enables the employee to better cope with conflicting role expectations.

Another recent study by Grover (1997) explored the concept of lying from a role conflict perspective. Grover

believes that people assume many different roles in their lives. Each role has certain requirements or expectations attached to it, and sometimes our various role expectations conflict. When roles conflict, people become distressed and attempt to alleviate the role conflict in some way. Of the many different ways to resolve role conflict, one is to lie. The study examined professional registered nurses, testing the hypothesis that nurses would be more likely to lie about their behavior when role conflict was present than when it was absent. Practicing nurses then read scenarios of nursing situations and then were asked how likely they were to report a specific behavior from the scenario in a chart, to supervisors, and to peers. An example of a scenario with a high degree of professional role conflict is one in which a nurse is instructed to administer a certain drug level that will make the patient uncomfortable. The nursing demands to make patients comfortable conflict with institution demands to follow orders. The lying resolution to the conflict is to give a dose the nurse deems appropriate and to report giving the amount ordered. Nurses were more likely to lie when placed under role conflict than when they faced no role conflict. It appears that role conflict acts a stimulus for lying and the reward further encourages the act of lying.

Also, gender role studies have found that women in Western societies are subjected to conflicts between

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expectations associated with traditional roles, such as homemaking, and those expectations for occupational or professional careers. These studies demonstrate the prevalent associations between role conflicts and stress for women (Skinner, 1980; Rothbell, 1991). For example, Crosby (1984) found that in many dual-career families the woman, although employed full-time, still shouldered the major portion of homemaking and parenthood responsibilities. Many husbands apparently find it hard to adjust to a home with shared responsibilities.

Findings from gender role studies suggest that role conflict is a frequent experience that is inevitably stressful; however, less is known about the reported stress levels and the subsequent coping mechanisms. For example, Sieber (1974) argued that persons will sometimes prefer to take on multiple roles, despite the fact that this nearly always exposes them to increased role conflict and greater stress. Significant positive relationships have been found to exist between the amount of role conflict and the rated performance of full-time faculty members (Rabinowitz & Stumpf, 1987). Also, Blau and Goodman (1991) reported weak but positive relationships between role conflict and satisfaction for women who are both mothers and college students. Thus, these results contradict the general contention that problematic role demands have dysfunctional results and may even contribute to greater job satisfaction.

It is apparent that much more research is needed in this specific area.

A more recent study by Jenkins (1996) looked at gender role conflict from a longitudinal perspective, in a sample of 118 women first studied as college seniors. Jenkins distinguished self-defining women (internally constructed identity) from socially defined women (adopting social definitions of self). The data showed that self-defining women are more autonomous in both interpersonal relationships and social roles, take on multiple roles more ambitiously with less role conflict, are more active in creating and sustaining both organizations and families but have more early experiences of relationship crisis, and organize their experiences around their own goals and aspirations, including their family goals. They are not less invested in traditional wife and mother roles, but their execution of these roles is more deliberate, strategic, and flexible.

Socially defined women preferred to work with and depend on others, preferred more traditional female roles at work and at home, made more changes in their educational and career goals, were less inclined to combine roles but reported more role conflicts, were less bothered by relationship problems, and organized their experience around their belief in their knowledge and abilities and the social support received for their aspirations. Self-defining women

were helped by choosing the husbands they preferred as men whose lifestyles and occupations did not create demands on them as wives. Such men were likely better able to respond flexibly to demands created by their wives' careers. Jenkins found that the socially defined women were getting less spousal cooperation at home with housework and children and were thus, more overburdened with multiple roles. It seems that socially defined women are less willing to ask for help with housework because that would be incongruent with the traditional female role.

Another recent gender-role conflict study by Kim, O'Neil, & Owen (1996) examined 125 Asian-American men's cultural assimilation, or acculturation. High acculturation implies embracing the values and beliefs of the host culture and low acculturation implies retaining the cultural values and beliefs of another culture. Gender-role acculturation occurs when the dominant cultures' gender-role values affect or change the individual's perception of masculinity and femininity. Changing conceptions of gender roles during the acculturation process can be a difficult issue for individuals who are bicultural. People who are bicultural are affected by the gender-role norms of the dominant culture but may also retain the strongly socialized gender-role values of their families and former culture. The dominant cultures' values and previous family socialization can be contradictory and thus create sources of stress and

conflict. In the Kim et al. study, the hypothesis that acculturation would be significantly related to patterns of gender-role conflict was confirmed. Specifically, when Asian-American men become more acculturated to the values of mainstream American society, they experience greater gender-role conflicts related to success, power, and competition.

Another study by Wade (1996) examined the relationships between racial identity and gender-role conflict in a sample of 95 African American men. The study hypothesized that there may be an underlying psychological construct that links racial identity and gender-role identity. Results showed that African American men are influenced by mainstream society's definitions of masculinity, and that they experience psychological strain in trying to live up to traditional male role norms. The study suggested that for African American men, the extent to which traditional masculinity may be a source of internal conflict may be related to one's racial reference group orientation and the extent to which one's racial identity is personally versus externally defined.

The current study contributes insight into the role perceptions, expectations, conflicts, and satisfactions within higher education, specifically, community college teaching. To date, the research on role conflict is sparse and has not focused on certain questions that would appear central to our understanding. It does not tell us how

frequently role conflict occurs in different settings, nor with what contextual factors it is associated. Certain factors affecting role conflict would seem to be context-specific i.e. amount of supervision, number of employees, and level of autonomy associated with the job. Furthermore, the research has not explored the relationship between role conflict and social malintegration, which encompasses the larger picture.

Conceptually, one might expect that individuals will perform more efficiently in situations where role conflict is minimal because they experience less emotional tension and perceived stress. Ideally, an academic environment should provide a setting in which a faculty member's role behaviors reflect their own values and expectations. Such matching of behavior and values is an important feature of faculty satisfaction. For example, Byrne (1994) attempted to investigate teacher burnout. She investigated how such factors as role ambiguity, role conflict, work overload, classroom climate, decision making, superior support, peer support, self-esteem, and external locus of control impacted upon burnout. She found that role conflict, work overload, classroom climate, decision making, and self-esteem were all critical determinants of teacher burnout, while the remaining variables, support from peers, superiors, and external locus of control did not appear to be causally linked.

In another study by Bhana and Haffejee (1996), the relationship between burnout, job satisfaction, and role conflict were examined among 29 child-care social workers in South Africa. Only moderate relationships were found to exist among these variables in this study. However, it was found that workers who were unsatisfied with their jobs also rated high on role conflict. Thus, it is possible that role conflict may have arisen as a function of uncertainty about appropriate behavior within a rapidly changing working environment and increased demands for service.

One reason why the popularity of role theory has diminished in the 1990s is that there is a lack of clear connection between the theory and its application. Moreno's original ideas regarding the relationship among roles, self, and ego provided an excellent starting point for the development of the theory, however, the constructs have been left to subjective interpretation and implementation, thus still awaiting expansion and elucidation (Kipper, 1991).

Faculty Research Studies

DeVries (1975) examined the sources of influence of 290 faculty members at a large public university. He found that both the role expectations that a faculty member has for him/herself and the role expectations of the employing organization significantly predict the role behaviors of the respondents. Additionally, the degree of role conflict a

faculty member has is related to his/her level of productivity (research). Rich and Jolicoeur (1978) looked at perceived roles of faculty from four institutions of higher education as they related to the teaching-research dichotomy. They found that role expectations are the most ambiguous at the smaller colleges, particularly with minority faculty. Weis (1985) examined the role that faculty perspectives play in the development of student culture. She found that these perspectives do not determine student culture, however they are linked to the production of student culture in important ways.

Harnish and Creamer (1986) found that many community college faculty that had been in their faculty role for over 20 years felt stagnated. The increasingly routine nature of work roles is more likely to occur when faculty do not achieve satisfaction from their work. This particular finding sheds light on the negative effect of longevity on job attitudes and behaviors.

Also, Lomotey (1994) looked at the perceived roles of African American principals. He asserts that in addition to the role of bureaucrat/administrator, African American principals assume what is called the "ethno-humanist" role identity. The ethno-humanist role is the notion that African American principals share a unique, cultural bond with African American students, and this bond enables them to interact and communicate more effectively with those

students. So, principals who assume an ethno-humanist identity are not only concerned with students progressing through grades, but also with the overall improvement of African American people. These principals were more likely to invest themselves in student progress both in and out of the classroom. Subsequently, Polite, McClure, and Rollie (1997) found that the ethno-humanist role is not limited to African American principals. In fact, they found that Latino and White principals in their study seemed equally concerned about the cultural and overall development of their students, thus the ethno-humanist role does not appear to be race-specific.

In their study of the conditions of minority faculty, the University of Wisconsin's Board of Regents (Swoboda, 1990) noted that the daily experience of minority faculty in general is qualitatively inferior, and less rewarding than their white peers. The faculty in this study reported that they were expected to carry disproportionately high teaching, advising, and service loads; their research efforts were often devalued; they were often victims of subtle but powerful racial and ethnic harassment; they received too little help with these problems when they sought remedies; and they were cut off from a range of networks and supportive services, such as mentoring, both inside and outside academic departments. Additionally, the Board of Regents reported that minority faculty, especially

female, had the highest attrition and turnover rates in academia.

In 1992, Erera examined person-role conflict and perceived overload and conflicting expectations of sixty-two social service supervisors. Both of these domains were found to contribute significantly to supervisor burnout, while degree of social support moderated the influence of both role conflict and role ambiguity. The generality of the findings were limited, however, because the respondents were from one state and one type of organization (Erera, 1992).

McBride (1990) found that community college faculty who experienced role conflict were more likely to want to leave faculty positions in pursuit of other work, than those who understood the role of the community college faculty member and did not experience as much conflict. She also found that most faculty were generally satisfied with their work, but those who experienced stress had a greater degree of uncertainty about their authority and specific responsibilities. It appears that community college faculty find teaching more satisfying and administration less satisfying. Those who had a higher degree of uncertainty about their responsibilities were more likely to want to leave their community college jobs. It is not clear from this survey how faculty defined their roles and within which aspects they found conflict.

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Payne (1985) investigated the characteristics, activities, and role perceptions of African American female faculty in Pennsylvania institutions of higher education. She found that African American female faculty were provided comparable professional opportunities in areas such as hiring practices, institutional activities, and promotions for professional excellence. Also, most respondents felt that race and/or sex had little influence on their reported career goals in higher education.

Recently, Toman (1995) explored how community college faculty at one urban college, construct and view their roles in relation to their students, colleagues, discipline, and self-perceptions. Interviews were used to investigate the variation in what faculty see as their role and what they see as influences in this role definition. Faculty described their roles as teachers and social activists with the working class, minority and non-traditional students they taught. Minority faculty described themselves as role models; African Americans to their minority students and white colleagues while Asians described themselves as role models to all Asian students. Professors revised and adapted their teaching to address the needs of students who had not previously experienced academic success. They generally derived personal and professional satisfaction from the progress of students and from helping them achieve their goals. There was tension between helping students

meet their career or educational goals and maintaining college level standards so that students' progress was meaningful.

Finally, Thomas and Asunka (1995) looked at the employment and quality of life of minority and women faculty in a predominantly white institution of higher education. In their survey of 940 faculty members, it was found that conditions regarding job satisfaction, work environment, and overall quality of life were relatively good for their sample. Significant differences were reported for Asian Americans who felt there was salary inequity, and female faculty reported greater difficulty receiving respect from colleagues.

Summary

The literature on academic professionals suggests strongly that faculty role expectations are governed primarily through interpersonal influences. Given that the expectations are determined largely by the values shared by the academic community, role theory is a particularly appropriate framework for describing this phenomenon. Role expectations, embedded in a social or interpersonal context, are derived from other relevant individuals who constitute the role set. Therefore, the relevant question about the sources of influence on academicians and the effects on their attitudes and behaviors is related to perceived

differences between what an academician does in his/her professional position and what s/he expects of him/herself, and the potential resulting psychological conflicts. Furthermore, are there significant differences in how women and minority faculty perceive their roles due to additional expectations placed on them because of their minority status?

Research in cognitive role theory has dated back to the 1930's, and has examined many aspects of faculty role behaviors. With respect to this proposed study, DeVries (1975) examined the relationship of role expectations to faculty behavior and found that expectations significantly predict role behaviors in faculty members. Rich & Joliqoeur (1978) examined faculty role perceptions and preferences and found role expectations to be ambiguous at small colleges, and elevated role conflict due to the teaching-research dichotomy. McBride (1990) was the next major study to examine the role conflict construct with college faculty, finding that role ambiguity was significantly linked to reported levels of stress and a desire to leave academia in pursuit of other professional interests.

Research on minority faculty role issues began in the 1980s with Payne (1985) who examined the role perceptions of African American faculty in higher education and found no significant differences in minority perceptions of their roles. Swoboda (1990) found opposing results to the Payne

study. Minority faculty in this study reported their role perceptions to be more stressful due to the extra demands placed on them by their minority status. More recently, Toman (1995) conducted a qualitative study on role perceptions at one community college and found that minority faculty often perceive themselves to be role models for minority students and invest themselves in student progress in ways that exceed the contractual obligations of the institution. The excessive demands were perceived to be necessary and stressful, yet rewarding depending on student success. Lastly, Thomas & Asunka (1995) found that women and minority faculty at a predominantly white institution felt relatively good about their jobs.

Methodologically, these prior studies in faculty role perceptions have not been consistent. Most of the studies have relied on either qualitative or quantitative methods. DeVries (1975) methodology is by far the most collaborative, including both historical and quantitative techniques. He utilized questionnaires, administrative data files, and faculty publications to obtain data on 290 faculty members from one university. Zero-order correlations and one-way analysis of variance (ANOVAs) were employed to determine significant relationships between variables. DeVries, however, did not provide any demographic information on the faculty members, thus minority and gender differences were not examined. Similarly, Rich & Joliqoeur (1978) in their

purely quantitative study, sent questionnaires to 600 faculty members from eight schools in California and reported their data purely in terms of response percentages. Again, no demographic information was provided about the faculty members.

Payne's (1985) role perception data was limited to 190 black female faculty from one institution. Her purely descriptive data were generated by a brief questionnaire without interviews, and were presented in frequency distributions and response percentages. Toman's (1995) study provided valuable information on role perceptions of minority faculty at a community college, however, her data were limited to 26 interviews. Reported differences were determined by analyzing the transcripts. Finally, Thomas & Asunka (1995) utilized descriptive data from 940 faculty questionnaires. In this multi-cultural study, multiple regression analysis was utilized to assess the impact of race, gender, and faculty rank on job satisfaction. Additionally, institutional data from university records were used to examine faculty turnover. The findings suggest that conditions regarding job satisfaction, work environment, and overall quality of life were satisfactory for their respondents, while salary inequity was a concern for women and Asian Americans, and respect from colleagues emerged as a significant concern for female faculty.

This study will extend these prior efforts first by combining quantitative and qualitative methodologies, and second by focusing on the perceived roles of women and minority faculty. Furthermore, examining the role expectations of women and minority faculty has even greater relevance at a community college where women and minority faculty serve the needs of a student population that is largely female and minority. Surveys, as in previous studies, will be utilized to collect data that will be analyzed quantitatively, and then qualitative methods will be employed (focus groups) to gather more detailed descriptive information from faculty members in the sample (Krueger, 1988; Morgan, 1988). Thus, this study broadens previous efforts in terms of combining quantitative and qualitative methodologies, while examining gender and racial differences of an entire faculty at a community college.

In a sense, this study synthesizes the initial and recent research efforts in this specified area, namely role perceptions of higher education faculty, by utilizing similar methodology to that of DeVries (1975) and continuing with that of Thomas & Asunka (1995), while adding qualitative methods to obtain richer data on faculty in higher education, specifically women and minorities.

Chapter III

Methodology

Questions Explored

The primary issues explored in this study were the role perceptions of community college faculty. Specifically, what are their role perceptions, how do they differ across ethnicity and gender, and if their perceptions are different, are the perceived differences stressful, and how does this relate to their reported levels of job satisfaction?

The College

The college where the research was conducted was established in 1964 as a community college. The college, including five campus sites, is located in various locations throughout the mid-Atlantic (hereafter referred to as MACC - Mid-Atlantic Community College) region and strives to meet the educational needs of people with differing abilities, education, experiences, and individual goals through a variety of curricula and community services. All of the campuses provide classrooms, laboratories, student services, counseling, faculty and administrative offices, cafeterias, and student lounges. The college operates on the semester system with 16-week fall and spring semesters and a shorter summer session. Credit, non-credit, and community

services are designed to help meet the need for state-trained manpower by cooperating with local industry, business, professions, and government. Certificate and associate degree programs in occupational and technical curricula are designed to help meet this need by preparing students for the types of employment available in the area.

College transfer curricula are designed for those planning to work toward a bachelor's degree. The associate degree programs offer freshman and sophomore courses in the arts and sciences for transfer to four-year colleges and universities. During the 1994-5 school year, the college served 61,691 students in credit courses, 22,142 students registered for non-credit courses, public service activities attracted 266,039 participants during the year, and in the 1995 fall semester enrollment was 38,084 full-time and part-time students. Male-female and majority-minority (ethnicity) percentages for faculty and students are presented in Tables 1 and 2, respectively for the 1996-97 academic year. (Mid-Atlantic Community College Catalog, 1996-97).

Table 1 - MACC Faculty Gender & Ethnic Percentages

Male	Female	Majority	Minority
45%	55%	86%	14%

Table 2 - MACC Student Gender & Ethnic Percentages

Male	Female	Majority	Minority
46%	54%	61%	39%

Instrumentation

The faculty members surveyed in this study were employed at the college. Permission to conduct this study was obtained from the Director of the Office of Institutional Research of the institution. Surveys were sent to all full-time faculty at the college (485). Faculty members read a cover letter that was attached to the front of the survey (Appendix A) explaining the intent of the study and asking for their participation.

The Faculty Survey (Appendix B) for this study was adapted from three pre-existing scales: The first eight items of the survey collected demographic information (Section A), specifically, gender, ethnicity, age, educational level, years of teaching experience at the college/university level, number of classes taught per semester, instructional area, and percentage of time spent in teaching, advising, administration, committees, and other job-related responsibilities. Section B, items 9-37, were taken from Rizzo, House, and Lirtzman's Role Ambiguity and Role Conflict Scales (1970); Section C, items 38-55, from Koeske & Koeske's Job Satisfaction Scale (1993); and Section D, items 56-75, a satisfaction scale taken from the Purdue Teacher Opinionnaire by Bentley & Rempel (1980). Permission

to use each of these scales was granted by the primary authors via phone conversations and letters.

Role theory states that, when the expectations of an individual are inconsistent with the role (role conflict), s/he will experience stress, become dissatisfied, and perform less effectively than if the expectations imposed did not conflict. Thus, role conflict can lead to decreased individual satisfaction and decreased organizational effectiveness. Role ambiguity, a lack of necessary information available to a given position, also leads to stress and increases the probability that a person will be dissatisfied with his/her role, and will thus perform less effectively. To assess these constructs Rizzo et al. (1970) developed a 29-item questionnaire, 15 (even numbered items) of which dealt with role ambiguity and 14 (odd numbered items) with role conflict. The original questionnaire was piloted on 290 employees of a research and engineering firm, age range 25-50 years. Anonymity was assured and participation was voluntary. The questionnaire yielded a Kuder-Richardson internal consistency reliability coefficient of .806. Factor analysis did not separate role ambiguity and role conflict as independent factors.

Since the initial study, Rizzo et al.'s scales have been widely used in organizational psychology research. A recent study by Kelloway and Barling (1990) examined the construct validity and generalizability of the Rizzo et al.

scales. Two prior reviews (Tracy & Johnson, 1981; McGee, Ferguson, & Seers, 1989) suggested that the two subscales reflect a single underlying construct, namely, role stress. Kelloway & Barling (1990) found no evidence to support the claims against construct validity by the previous studies.

A recent study by Freeman and Coll (1997) explored the factor structure of the Rizzo et al. scales with a sample of high school counselors. According to the study, high school counselors lack clarity in prioritization of roles, accommodating new roles, and accommodating expectations from diverse groups such as teachers, administrators and students. Prior factor analytic studies of the Rizzo scales had been completed with samples from business, health, teaching, and manufacturing professions. Those studies consistently yielded results supporting the two-factor solution (role conflict and role ambiguity) suggested by Rizzo et al. (1970). Freeman & Coll (1997) surveyed 417 high school counselors utilizing this instrument. An orthogonal varimax rotation factor analysis was performed to assess clustering among items. Role conflict, at least for this sample of high school counselors, represented two separate aspects of conflict - role incongruity and role conflict. Role incongruity, for some high school counselors means, incongruities related to authority figures, politics, and lack of resources that make it difficult to accomplish their assigned roles. Role conflict encompasses both role

overload and working with various groups with different expectations. This study suggests that there may be a three-factor model underlying these scales that is dependent on the sample. The reasons for the presence of three rather than two role factors with high school counselors is not totally clear.

Job dissatisfaction is associated with job-related stress, lower productivity, and poorer job performance. The Job Satisfaction Scale has been utilized and validated over a 10-year period in research on more than 600 social services professions in diverse human services settings (Koeske, Kirk, Koeske, & Rautkis, 1994). The most recent validation of this instrument was obtained in 1988 on 159 subjects. Alpha reliability from this study was .88 which is consistent with previous efforts. The instrument has also survived tests of convergent, discriminant, predictive, and construct validities. Also, high test-retest reliability has been shown (.72). Thus, the 14-item Job Satisfaction Scale is a short, reliable, valid, and direct measure of job satisfaction in the human services.

The remaining satisfaction scale was taken from the Purdue Teacher Opinionnaire (Bentley & Rempel, 1980) and validated in a study in 1990 by Culver, Wolfle, & Cross. According to this scale, the more satisfied teacher loves to teach, feels competent in the job, enjoys the students, and believes in the future of teaching as a profession. Culver

et al. (1990) sent 722 surveys to public school teachers in Virginia with 512 returned. Internal reliability was estimated to be .68 for this scale. Additionally, this study found that background variables such as age and sex had little importance to job satisfaction compared to variables such as school climate and commitment to teaching.

Thus, the Faculty Survey used in this study was a 75-item questionnaire comprised of three scales measuring role conflict and ambiguity, general job satisfaction, and teaching satisfaction. The first eight items of the survey collected demographic information. All subsequent survey items were rated using a Likert scale with response options used in the original scales.

Focus Groups

In addition to the Faculty Survey, four focus groups were conducted to gather more descriptive and specific information from faculty members on their role perceptions. The use of focus groups in conjunction with surveys to gather additional perception-based insight into research issues has been encouraged by previous research efforts and has yielded high face validity (Krueger, 1988; Mueller & Anderson, 1985). Faculty members were selected (with the help of college administrators) and asked to participate in the groups through phone calls, to obtain information on how they view their roles, their levels of job satisfaction, and

their respective coping mechanisms to resolve any role conflicts. All focus group participants signed a informed consent form to participate in this study (Appendix C), however were not selected from the sample of faculty members who returned the survey (to respect privacy).

The focus groups were conducted using high moderator involvement according to procedures outlined by Morgan (1988), covering a range of relevant topics, while gathering specific data that explored participants' experiences in-depth. Focus groups were conducted by the researcher and included duties such as directing the discussion, keeping the conversation flowing, and taking minimal notes (to identify future questions to ask), operating the tape recorder, and handling the environmental conditions (lights, seating). A research assistant (female) was utilized for data analysis of the transcripts. Audiotapes and transcripts were reviewed by the researcher and the assistant to insure compatible interpretations of data.

Focus groups were based on ethnicity (white, black) and gender (male, female) for a total of four groups, each consisting of 4-6 members. The duration of the groups was approximately 1 hour and took place in conference rooms on campus during the day. Questions for the focus groups were semi-structured and all groups received the same questions. Questions were followed up with probing and encouraged

discussion of issues. The following questions guided the group meetings:

1) How do you generally feel about the work you do as faculty members?

2) What provides you with the most satisfaction in your job?

3) What kinds of dissatisfactions/frustrations do you experience in your job?

4) What kinds of things do you do to resolve your frustrations?

5) Do you perceive your job responsibilities to be different than that of other faculty members? If so, how are they different?

All participants were asked these questions directly in a round table fashion. In some cases the responses provided a point of departure to explore areas about which participants were passionate. Individuals were asked to elaborate in areas where their comments were rich or to explore a thought further.

The interviews remained conversational and faculty seemed to speak freely about most topics. During an interview, one group member asked about insured confidentiality before answering one of the questions. For privacy reasons, no proper names or other identifying titles were used in the transcript excerpts as requested by the

college and the Human Subjects Review Board. Stammers, repeated phrases and pauses, which are a normal part of any speech, have been eliminated in citations so that the quotation itself is the focus. Portions which are provided as quotations are, however, the exact comments of the individuals cited with only these modifications.

Pilot Study

In the Spring of 1995 a pilot study was conducted at this community college with four African American full-time faculty within the same department (3 males, 1 female). Only individual structured interviews were conducted in this purely qualitative study. The data from these interviews suggest that African American faculty perceived themselves to have different role expectations than majority faculty. They sensed the needs of African American students and assumed additional duties to fulfill those needs. The additional duties they assumed are perceived to be a necessary function of their roles at the college. While potentially stressful, these additional assumed responsibilities produced positive results in the students and therefore allowed the faculty to feel good about themselves. The faculty described this as "good" stress and reported being mostly satisfied with their current roles and positions (Table 3).

While the findings of the pilot study have potential significance, they were limited to interviews with four African American faculty within the same department of one campus, therefore, generalizations should be viewed with caution. The purpose of the study was to serve as a pilot for future endeavors. Continuing research would include more subjects from different departments and campuses.

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Table 3 - Perceived Stress & Overall Job Satisfaction

Name	Assigned Hours	Stress	Add. Hours	Stress	Overall Satis.
Jack	31	necessary but good	6	not stressful	70%
Ronald	30-40	structured stress	2	good stress	100%
Betty	36	not stressful	20	necessary but good	75%
Doug	10-15	pockets of stress	6-10	not stressful	85%

Also, minority and majority faculty would be interviewed to determine if the perceived role expectations are actually different across ethnic groups. Gender differences could also be explored. Finally, it is safe to assume that not all African American faculty assume these additional role responsibilities. Interviewing these faculty members would further enhance our understanding of the perceptions, attitudes, and behaviors of African American faculty and their differing approaches to education.

The current study provides data to answer all of these questions and helps determine more quantitatively and qualitatively, the perceived levels of stress associated with their roles.

Analysis of Data

The descriptive data from the questionnaires is reported in frequency distributions and percent of responses. Responses were analyzed, interpreted, and described across ethnic groups and genders. Data was analyzed using the Statistical Program for the Social Sciences (SPSS), a licensed software package for the data analysis. Analysis of variance (ANOVA) was used to determine any group differences as well as correlations to determine the strength of the relationship between variables of interest. Additionally, regression analyses were performed to determine the contribution of predictor variables.

All focus groups were audiotaped using a tape recorder and transcribed into written text. The researcher and the assistant then looked for patterns and clusters of information and grouped them into coded topic areas. Results were based on the analysis of the coded text (Bogdan & Biklen, 1992).

Chapter IV

Results

Quantitative Data (Faculty Survey)

Demographic Information

The population for this study is the full-time faculty at a community college in the mid-Atlantic. The sample for this research was derived from 485 full-time instructors, with 177 respondents to the survey. Table 4 presents the personal characteristics of the sample.

The sample is 58.2% female, 92.7% white. Over half (51.4%) of the subjects are between the ages of 45-54, with the majority of them (95.4%) holding a graduate degree (Master's or higher). Also, over half (52%) of the subjects have taught at the college for at least twenty years. Faculty members were distributed across instructional programs with Humanities instructors having the greatest response (27.7%), followed by Math, Science, & Engineering (22.0%), Business (18.6%), and the Social Sciences (15.8%). Higher scores on the scales indicated higher levels of role conflict, job satisfaction and teaching satisfaction. Scores for several items were reversed to reflect item content. The Cronbach's Alpha coefficient for the entire survey was .8019, indicating high internal consistency.

Table 4 - Personal characteristics of the sample

		Number	Percentage
Gender			
	Female	103	58.2%
	Male	74	41.8
Ethnicity			
	American Indian/Alaskan	1	.6%
	Asian/Pacific Islander	2	1.1
	African American	6	3.4
	Hispanic	4	2.3
	White/Other	164	92.7
Age			
	25-34	6	3.4%
	35-44	22	12.4
	45-54	91	51.4
	55 or older	58	32.8
Educational Level			
	Bachelor's	8	4.5%
	Master's	73	41.2
	Doctoral Candidate	23	13.0
	Doctorate	73	41.2
Years of Higher Education Instruction			
	0-5	15	8.5%
	6-10	24	13.6
	11-15	21	11.9
	16-20	25	14.1
	20+	92	52.0
Instructional Program			
	Math, Sci., & Eng. (MSE)	39	22.0%
	Business (BUS)	33	18.6
	Social Sciences (SSS)	28	15.8
	Visual & Per. Arts (VPF)	9	5.1
	Information Sys. (IST)	3	1.7
	Humanities (HUM)	49	27.7
	Emergency Med. Ser. (EMS)	15	8.5
	Automotive Tech. (AUT)	1	.6

For the entire sample, the average number of classes taught per semester was five, while the average percentage of time spent teaching was 67.4% (Table 5). The average time spent in other duties such as student advising, administrative responsibilities, committee work, and other

non-specified areas was 7.7%, 9.2%, 8.0%, and 8.5% respectively.

Table 5 - Average Percentage Of Time Spent In Faculty Duties

Teaching	Advising	Administr.	Committee	Other
67.4%	7.7%	9.2%	8.0%	8.5%

Role Conflict

The role conflict scale was comprised of items 9-37, with higher scores suggesting higher levels of role conflict. Oneway ANOVAs were performed on role conflict scores using the following variables: gender, ethnicity, age, educational level (education), years of higher education instruction (years), and instructional program (Table 6). The mean of the sample (n = 177) for the role conflict scale was 119.49, with a standard deviation of 14.79, and a Cronbach's Alpha coefficient of .6063, indicating respectable internal consistency.

The ANOVA performed on gender revealed no significant differences for the two groups (male, female), $F(1, 175) = .0806$, $p < .7768$. The ANOVA performed on ethnicity revealed significant differences for the five groups (American Indian/Alaskan, Asian/Pacific Islander, African American, Hispanic, White/Other), $F(4, 172) = 5.3630$, $p < .0004$. The ANOVA performed on age revealed no significant differences

for the four groups (25-34, 35-44, 45-54, 55+), $F(3, 173) = .5263$, $p < .6648$. The ANOVA performed on educational level revealed no significant differences for the four groups (Bachelor's, Master's, Doctoral Candidate, Doctorate), $F(3, 173) = .3547$, $p < .7858$. The ANOVA performed on years of higher education instruction gender revealed no significant differences for the five groups (0-5, 6-10, 11-15, 16-20, 20+), $F(4, 172) = .4343$, $p < .7837$. The ANOVA performed on instructional program revealed significant differences for the eight groups (MSE, BUS, SSS, VPF, IST, HUM, EMS, AUT), $F(7, 169) = 2.1491$, $p < .0412$.

Table 6 - Role Conflict ANOVA Results (p values)

Gender	Ethnicity	Age	Education	Years	Program
.7768	.0004	.6648	.7858	.7837	.0412

Due to the significant differences found on the ethnicity and instructional program variables, Fisher Least Significant posthoc analyses were performed to determine group differences ($p < .05$). For ethnicity, group differences were found between all ethnic groups except African Americans (mean = 105.333) and American Indians (mean = 106.0000). Summary statistics for all ethnic groups can be found in Table 7.

Table 7 - Summary Statistics For Role Conflict By Ethnicity

Ethnicity	Count	Mean	Standard Dev.
White	164	119.4939	13.3855
African Amer.	6	105.3333	8.1650
Asian	2	156.5000	65.7609
Hispanic	4	125.5000	10.9697
American Ind.	1	106.0000	-

For instructional program, significant differences were found between Humanities instructors (mean = 114.3673) and Business (mean = 122.6970), Math, Science, & Engineering (mean = 123.2564), and Visual and Performing Arts (mean = 126.2222) instructors. Summary statistics for all instructional programs can be found in Table 8.

Table 8 - Summary Statistics For Role Conflict By Program

Program	Count	Mean	Standard Dev.
MSE	39	123.2564	17.8085
BUS	33	122.6970	12.6775
SSS	28	118.4643	12.6827
VPF	9	126.2222	11.9140
IST	3	111.6667	18.2300
HUM	49	114.3673	14.1107
EMS	15	120.0667	13.2313
AUT	1	101.0000	-

Job Satisfaction

The job satisfaction scale was comprised of items 38-55, with higher scores suggesting higher levels of job satisfaction. Oneway ANOVAs were performed on the job satisfaction scores using the aforementioned variables:

gender, ethnicity, age, educational level, years of higher education instruction, and instructional program (Table 9). The mean of the sample (n = 177) for job satisfaction was 90.605, with a standard deviation of 18.395, and a Cronbach's Alpha coefficient of .9208, indicating high internal consistency.

The ANOVA performed on gender revealed no significant differences for the two groups (male, female), $F(1, 175) = 1.6926$, $p < .1950$. The ANOVA performed on ethnicity revealed no significant differences for the five groups (American Indian/Alaskan, Asian/Pacific Islander, African American, Hispanic, White/Other), $F(4, 172) = .7755$, $p < .5425$. The ANOVA performed on age revealed no significant differences for the four groups (25-34, 35-44, 45-54, 55+), $F(3, 173) = 1.0288$, $p < .3813$. The ANOVA performed on educational level revealed significant differences for the four groups (Bachelor's, Master's, Doctoral Candidate, Doctorate), $F(3, 173) = 3.4212$, $p < .0186$. The ANOVA performed on years of higher education instruction gender revealed no significant differences for the five groups (0-5, 6-10, 11-15, 16-20, 20+), $F(4, 172) = .7288$, $p < .5734$. The ANOVA performed on instructional program revealed no significant differences for the eight groups (MSE, BUS, SSS, VPF, IST, HUM, EMS, AUT), $F(7, 169) = .4106$, $p < .8948$.

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Table 9 - Job Satisfaction ANOVA Results (p values)

Gender	Ethnicity	Age	Education	Years	Program
.1950	.5425	.3813	.0186	.5734	.8948

Due to the significant differences found on educational level, a Fisher posthoc analysis was performed to determine group differences ($p < .05$). Group differences were found between all groups except Doctoral candidates (mean = 94.2174). The remaining groups all differed, Bachelor's (mean = 103.8750), Master's (92.3836), and Doctorates (mean = 86.2329). Summary statistics for all educational level groups can be found in Table 10.

Table 10 - Summary Statistics For Job Satisfaction By Level

Level	Count	Mean	Standard Dev.
Bachelor's	8	103.8750	14.0858
Master's	73	92.3836	16.7429
Doctoral Can.	23	94.2174	14.1066
Doctorate	73	86.2329	20.5031

Teaching Satisfaction

The teaching satisfaction scale was comprised of items 56-75, with higher scores suggesting higher levels of teaching satisfaction. Oneway ANOVAs were performed on the teaching satisfaction scores using the aforementioned variables: gender, ethnicity, age, educational level, years of higher education instruction, and instructional program

(Table 11). The mean of the sample (n = 177) for teaching satisfaction was 60.818, with a standard deviation of 6.136, and a Cronbach's Alpha coefficient of .7694, indicating moderately high internal consistency.

The ANOVA performed on gender revealed no significant differences for the two groups (male, female), F(1, 175) = .3788, p < .5390. The ANOVA performed on ethnicity revealed no significant differences for the five groups (American Indian/Alaskan, Asian/Pacific Islander, African American, Hispanic, White/Other), F(4, 172) = .2214, p < .9262. The ANOVA performed on age revealed no significant differences for the four groups (25-34, 35-44, 45-54, 55+), F(3, 173) = .4378, p < .7263. The ANOVA performed on educational level revealed significant differences for the four groups (Bachelor's, Master's, Doctoral Candidate, Doctorate), F(3, 173) = 1.0183, p < .3860. The ANOVA performed on years of higher education instruction gender revealed no significant differences for the five groups (0-5, 6-10, 11-15, 16-20, 20+), F(4, 172) = .6416, p < .6335. The ANOVA performed on instructional program revealed no significant differences for the eight groups (MSE, BUS, SSS, VPF, IST, HUM, EMS, AUT), F(7, 169) = .7276, p < .6488.

Table 11 - Teaching Satisfaction ANOVA Results (p values)

Gender	Ethnicity	Age	Education	Years	Program
.5390	.9262	.7263	.3860	.6335	.6488

Regression Analyses

A regression model was employed to determine relationships between demographic information provided by the faculty members and their scores on the surveys. Table 12 depicts how the demographic variables were used to predict role conflict. Using a blockwise strategy (at an .05 criterion level) the predictors of role conflict entered in the following order: instructional program, age, years of instruction, ethnicity, educational level, and gender. These variables accounted for 6.02% of the variance. The predictor that contributed the most in this regression is instructional program area (Beta = -.20).

Table 12 - Regression of Role Conflict on Demographics

Variable	B	Beta	t	prob
Program	-1.37	-2.03	-2.60	.0103
Age	-1.58	-0.08	-0.91	.3625
Years	.73	.07	0.77	.4403
Ethnicity	1.03	.04	.54	.5875
Education	.52	.03	.46	.6488
Gender	.84	.02	.36	.7219

Table 13 depicts how the demographic variables were used to predict job satisfaction. Using a blockwise strategy (at an .05 criterion level) the predictors of job satisfaction entered in the following order: educational level, age, years of instruction, gender, ethnicity, and instructional program. These variables accounted for 8.43%

of the variance. The predictors that contributed the most in this regression are education level (Beta = -.20) and age (Beta = .18).

Table 13 - Regression of Job Satisfaction on Demographics

Variable	B	Beta	t	prob
Education	-3.61	-0.20	-2.59	.0104
Age	4.37	.18	2.06	.0410
Years	-2.19	-.17	-1.90	.0598
Gender	3.80	.10	1.32	.1873
Ethnicity	1.53	.05	.66	.5112
Program	.07	.01	.11	.9126

Table 14 depicts how the demographic variables were used to predict teaching satisfaction. Using a blockwise strategy (at an .05 criterion level) the predictors of teaching satisfaction entered in the following order: years of instruction, education level, gender, age, instructional program, and ethnicity. These variables accounted for 1.17% of the variance.

Table 14 - Regression of Teaching Satisfact. on Demographics

Variable	B	Beta	t	prob
Years	-0.23	-0.53	-.58	.5635
Education	-0.19	-0.03	-.40	.6922
Gender	.39	.32	.39	.6931
Age	-0.26	-.03	-.35	.7293
Program	0.07	.02	.31	.7547
Ethnicity	-0.14	.01	-.17	.8655

Additionally, a Pearson Product Correlation analysis was performed on the three variables role conflict (role), job satisfaction (job), and teaching satisfaction (teach) with the highest and only significant correlation occurring between job satisfaction and teaching satisfaction (Table 15).

Table 15 - Pearson Correlation Coefficients For Scales

	Role	Job	Teach
Role	1.0000	-.0877	.0448
Job	-.0877	1.0000	.5942
Teach	.0448	.5942	1.0000

Qualitative Data (Focus Groups)

Qualitative data were generated from four focus group interviews consisting of 4-6 members each, which were categorized based on ethnicity and gender, and were conducted at the aforementioned community college by the author. These group interviews were semi-structured in that each of the four groups was presented with, and responded to, the same established set of interview questions; however, the various discussions and responses to the inquiry by each individual group were open-ended and facilitated by the author. The focus group interviews were designed and conducted by the author in order to assist in the acquisition of data which would be more descriptive and insightful, as well as to provide data which was more relevant and specific to the particular study. Given the anonymity of the surveys, it is not known whether focus group participants also completed and returned a faculty survey.

Questions posed to the faculty groups focused on the following areas: overall perception of job, areas of job satisfaction, areas of job dissatisfaction, coping mechanisms utilized in order to contend with job dissatisfactions, and differences in perceptions of roles due to ethnicity and/or gender. First, a summary of the particular responses by each of the specific groups in these respective domains is presented, followed by a summary of

additional issues of consequence as they relate to the role perceptions of the various group members. Names of group members have been changed to protect the identity of individual faculty members, and only first names have been used.

White Males (N = 6)

Role perceptions of the white male full-time faculty members who participated in this study were generally positive in nature. The members of this group were relaxed and professional in their demeanor as they answered questions in a roundtable fashion. Demographics for the white male focus group participants are provided in Table 16.

Table 16. Demographics, White Male Focus Group

Name	Rank	Area	Degree	Years	Age
Bob	Assoc. Profess.	Psychol.	Ph.D.	5	45
Tim	Profess.	Psychol.	Ph.D.	25	57
Joe	Profess.	History	Ph.D.	20	52
Jack	Profess.	History	Ph.D.	8	44
Bill	Profess.	Communi.	Ph.D.	15	50
Jerry	Assoc. Profess.	Philoso.	M.A.	10	40

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Based on their responses to the interview questions, this group, as a whole, reported that their experiences thus far had been rewarding, and that they enjoyed their teaching positions at this college. In addition, these faculty members perceived the nurturing and encouragement of their students to be foremost in their role as teachers, and they reportedly experienced satisfaction in this area. Statements reflecting their respective levels of job satisfaction are as follows:

> Bob: Well, it's the best job I've ever had in my life. I stay here in large measure because I think that the students who are trying to pull themselves up through the socioeconomic structure should be nurtured and cared for and given the best that we can give them. Whatever I can contribute in that way, I'm happy to do and I think the whole purpose is to try and make a difference in people's lives.

Tim comments on the satisfaction of working with a diverse student body,

> Because of the variety of cultures that we have at this campus, we're probably the most culturally diverse institution in the state. It's a diverse student body and that's fun to work with and it makes the classroom probably more exciting than if we had a more homogeneous group. So those are satisfying parts of the job.

The statements of these faculty members in the area of job satisfaction were directly related to the feedback which they receive from students, and in turn, the impact they concluded they were having on students' lives. They felt that the influences they had on their students, especially

in the areas of bias and attitude, were far-reaching. Also, according to the response of these faculty members, the success stories of former students had a positive impact on their job satisfaction, as these success stories were perceived by the faculty as a validation of purpose. In other words, they perceived these success stories as a direct reflection of themselves as teachers. They found this aspect of their position to be extremely satisfying. Several statements from various group members follow.

> Joe: I enjoy the freedom that you have here and the satisfaction of being validated periodically through feedback from students. I was in a restaurant about ten years ago and a student came up and he grabbed my arm and shook my hand and said that as a result of something I'd said in my class about the Soviet Union and about Finland he was now a millionaire. And because he had been afraid of the Cold War and the war between the east and west and I had explained both systems and he understood them better and was not so frightened anymore and had gotten into business selling computers behind the Iron Curtain before it fell and now has this multi-million dollar company.
>
> Bill: A student sent me a letter inviting me to her graduation and said, "I never forgot what you wrote in my paper and I saved it and this is what made me continue on to have faith that I can proceed." This was an older girl in her thirties then. Got her degree and she saved this paper to show me what I had written, "You have the makings of a true scholar. Keep up the good work and make sure you complete your degree." And that meant so much to her. She was touched by it and invited me to her graduation. I felt great. Things like that I find extremely satisfying.
>
> Jack: I had one (student) a couple of weeks ago that said that she had decided to major

> in Native American studies because of my American Indian history class that effected her very deeply. I changed her whole life by first changing her attitudes and showing her that she had been biased toward a whole group of people for reasons she didn't even understand and once she could understand them and work with them then she felt better about it.
>
> Jerry: Every year you get two or three or those that come back and report, and you think that for maybe each one or two that reports back to you maybe there are at least a dozen out there that had that same feeling, who wanted to call but didn't.
>
> Bob: There are little ways in which you affect people in that they know something they didn't know before and their life is a little easier, more meaningful or they can comprehend their role a little better, so the satisfactions come in modest ways.

Based on the interviews of the group of white male faculty members, it was found that, for them, the most rewarding or satisfying aspects of their jobs centered around both teaching classes, and their interaction with a myriad of students. According to findings such as this, it appears that one of the more attractive aspects of teaching at a community college is the diversity of the student population. The white male faculty members who were interviewed strongly highlighted this point. Tim states,

> No one goes into teaching at a community college because of the desire to make money because we probably are at the bottom of the pay scale in higher education and so the motivation has to be an interest to teach and also an interest to teach in this kind of an institution.

Another factor of interest which warrants some discussion is the intrinsic motivation of these faculty members to teach, as opposed to such extrinsic motivation as monetary compensation. Joe elaborated on his passion for the teaching profession, as well as his satisfaction with his choice of vocation, despite the lower salary, as follows:

> Teaching is something I enjoy doing and I enjoy how it feels and I enjoy reading it and I enjoy talking about it. And I always said when I was in college that I would know when I had the right vocation because it would be something I would be willing to do even if nobody wanted to pay me to do it. This is something I like doing and this is something I would like to do even if they didn't pay me to do it.

With regard to the reported experiences of dissatisfaction and/or frustration among these faculty, the consensus of the group was in the area of student retention. At a community college such as this, which has a large and diverse student population, faculty members report experiencing a failure rate comparable to the success rate, which apparently results in a certain level of frustration for them. A great deal of this reported job frustration appeared to be related to the inordinate number of students that they are required to teach, the extreme diversity in cultural and educational background of these students, and, in addition, pressure from the administration to have high numbers of passing students, in order to be considered

productive. The following responses illustrate some of these concerns:

> Jack: We have such an enormous mixture here and the mixture is very frustrating because you get people who don't speak English very well and are not prepared for college, and the frustration is that the role of a community college, I think, is to really give people the opportunity to go to school. The problem is, not everyone should go to school. Not everyone is academically oriented and so part of this process is to see a few people blossom and do well and that really is exciting. At the same time you also see a lot of people fail. We let everybody in but that automatically means that some of them are going to fail and I hate being part of the process because I'm sympathetic. So in that sense there is a mixture that I find in both the joy but also the frustration of an open entrance kind of community.

Along those same lines, it appears that there is some frustration among the faculty in reference to the dubious nature of the motivational objective for student retention. Bill expressed his observations in the area of student retention and productivity as follows:

> The whole process here of retention is not an educational motivation to do something but an economic one because the state says we have to have a certain number of students in the class or we're not considered by the state to be productive. Productivity is not defined in educational terms but in numerical terms and it's a budgeting item. The retention and the recruitment and maintaining students is not wholly done for academic purposes and that is what I probably find least satisfying. It's also stressful to have the numbers game being played because you feel pressure to water down standards or to inflate grades in order to compete for students and retain them.

Jerry discussed the frustration he personally experiences due to the fact that the student retention issue apparently has some level of effect on the administration's perception of his ability to teach. He stated:

> The biggest frustration again is probably this retention thing because that's been the biggest sore point between me and our division - has been over numbers and the assumption that if a faculty member doesn't have high numbers then it must mean they're not a good teacher. If you've got low numbers it means there's something wrong with you and that's been a big problem for me.

In opposition to the positive impact of student successes, and the resultant perception of validation of purpose for these faculty, there is evidence of frustration and discouragement in their perception of the number of students who are not being influenced academically, and also in the lack of feedback from administrators in methods to improve teaching conditions.

> Bob: We don't get a lot of positive feedback on what we do in the classroom from the administration, or a lot of feedback at all. The downside sometimes is the discouragement I have or depression I have over a class of people where I'm expecting to affect four or five significantly and maybe half of them in some small way but the rest of them, no impact at all. They can sit through my entire class and apparently be staring at me for the whole 25 hours, read all the things that I have asked them to read and at the end of that have nothing, absolutely nothing to show that they were ever there. And I see that on their exams and their papers and that's depressing. And I don't know what to do about that except to say, "I'm depressed."

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When the question of the individual methods which were practiced by these faculty in order to cope with their job related frustrations was investigated, the white male group members reported utilizing various techniques, including humor and avoidance; however, the most common coping mechanism reported by this group was a detachment from taking personal responsibility for student failures. These faculty members reported that their frustration is often a result of taking student failures personally; therefore, they distance themselves from assuming such responsibility. As stated earlier, although the number of reported student successes are modest, these successes do, in fact, seem to outweigh the greater number of failures. For example, Tim states,

> I think in terms of what frustrates me is when I take on more of the responsibility than is really mine or if you take it too personally and things don't go well - that sort of thing. So I tend, in trying to balance myself I tend to be more likely to feel that I am doing enough and that if there's something wrong that it's not my fault and it wasn't my responsibility.

In agreement with his colleague, Joe understands that every student will not be successful, and no matter how badly he feels about that, it is not something he has control over. For this particular group member, the important thing to recognize is that his job satisfaction cannot depend on the student

successes or failures, over which he has no control.

He explains:

> I recognize that not everybody who is here is going to make it but that still doesn't make it easy to deal with when they don't. It's kind of like if a friend commits suicide, there's nothing you're going to do that's going to stop somebody from committing suicide if they reach that point, they're going to do it. And you can't spend the rest of your life feeling guilty or second-guessing what you could've done. And, the same thing with a student. They commit a form of suicide by not getting an education, by not preparing themselves to make the most of the life that they have and that's depressing. Even if you're not responsible for their decision not to do it, it's still depressing. But I try to recognize the fact that it is their decision and they made it I have to live with that and I can't change it no matter how bad I may feel for them. And that fact that my life isn't based, in terms of my satisfaction, on whether everyone succeeds or fails.

In fact, Jack uses humor with his students and/or colleagues as an avoidance mechanism in order to eliminate his feelings of frustration, while at he same time, rationalizing his denial of personal responsibility for student failures:

> I guess sometimes I use humor as a way to try to get around things. Sometimes just joking either with my students or with my office mate or others, to share the frustrations. As you talk through it you realize that it's not just you alone and that helps a little bit. And one of the good things about that is that when things go well you really feel powerful in the sense that you have created that situation and that the class has gone well and that people do seem to be learning. And, I think there is a depression when things don't go well. You want everybody to

> succeed and when they don't, and I think it's a good teacher who says - what else could they have done to make things go well. And that is depressing because you can't control as much as you think you can control. But it seems that with the students who don't do well, it's unfortunate but it's not a disaster and it really wouldn't effect me that much and turn it around so that I don't catastrophize it or move in that direction. So, that's my method of handling it by avoidance conditioning and taking a route that can get to my goal but yet not get me clubbed down by it.

Another of the various coping mechanisms, employed by Bill, was to detach the feelings of frustration brought about by his perceptions of student successes and failures which he experienced on the job, from his personal life. In this way, his job satisfaction does not determine his overall life satisfaction, and he thus achieves a balance which eliminates some of the job related stress. He states:

> I look for sources of pleasure outside, you know, realizing that I've got a life. I used to be the type that would live to work. And work was everything, kind of a workaholic. But now I don't, you know. I'm more likely to say that I work in order to live and that there's an important part of my life that takes place away from here. And I think that provides a good balance and, again, it sort of helps me lower my stress.

The last interview question, when inquired of the white male faculty members, generated the most interesting response. This particular question addressed their individual perceptions of differences in roles among community college faculty. Based on the responses, it was found that in terms of their personal perceptions of any

differences in their roles compared to other faculty members, there seemed to be consensus from the white males that 1) they had not really thought about the issue, and 2) from their perspective, everyone was treated the same in terms of their role expectations. For example, Jerry states,

> Many of the administrators are women so it doesn't become too much of an issue. People are treated in terms of their skills and their personality, because the institution doesn't make it top-heavy with male administrators.

While Bob states,

> I think the pause that came after your question indicates that it was not something that we had thought of, so it's obviously not something that we're conscious of, any difference, because the question was not so much how we treat our students, your question was how being white males affects our position in this institution and what do we think of people as our peers. The thought never occurred to me to think of them in any other way. And maybe I do unconsciously but I'd have to stop and think for a minute.

In agreement with his colleagues, Tim maintained that he hasn't noticed differences in this area, that differences in the treatment of faculty members haven't affected him. He went on to say there may be perceptions of differences in treatment. He states,

> I've never felt that race was an issue and let me say, too, that I'm conscious of differences where people are treated one way because of race or gender or disabilities or whatever and when I see those things I generally get pretty upset about them. I haven't seen a whole lot of that - I haven't

> noticed race playing a role in my division. It hasn't affected me, if it is it's been hidden somewhere else. But there's still blind spots. There's still things that I'm sure are the perceptions of others, even about us and we appear to be treating everybody normally and appropriately and yet, because of their perception, it can be seen as a slight or can be seen as something that just isn't as favorable. So, there's a lot to these questions that are really hidden because of things that you just don't really think of yourself.

Even when Joe was presented with a racial issue from another faculty member from within his division, he was not in agreement as to whether it was an actual issue or due to a misperception,

> I have had one faculty member express to me that they felt that race played a factor in division politics in our division, and I took what they said and thought about it and wasn't sure I agreed with them but I understood what they were saying was their perception.

Overall, the white male group interviewed for this study perceived the situation at this institution to be one of equality across race and gender. Based on the interview responses of these particular faculty members, however, it was noted that although according to their own perceptions equality has been achieved here, they were aware that in the case of other individuals, this same opinion or perception may not be true. Also, according to their responses, they perceived themselves to be sensitive to these issues.

> Jack: I've never felt that race was an issue, and I look for things like that, so I'm conscious of differences where people are

treated one way because of race or gender or disabilities or whatever and when I see those things I generally get pretty upset about them. I haven't seen a whole lot of that here.

Bill: I haven't noticed race playing a role in my division. It hasn't affected me, if it is it's been hidden somewhere else.

Jerry: But there's still blind spots. The perceptions of foreign-born students, the perceptions of others, even about us and we appear to be treating everybody normally and appropriately and yet, because of their perception, it can be seen as a slight or can be seen as something that just isn't as favorable. So, there's a lot to these questions that are really hidden because of things that you just don't really think of yourself.

Bob: Gender biases and cultural biases are real but my point is that this institution, probably more than most institutions in society, is not as biased as others would be and, therefore, your study may be somewhat marred by that.

Black Males (N = 5)

Table 17. Demographics, Black Male Focus Group

Name	Rank	Area	Degree	Years	Age
Dan	Instruc.	Library	M.L.S.	3	35
Dennis	Assoc. Profess.	History	Ph.D.	10	45
Greg	Profess.	Math	Ph.D.	20	53
Ron	Profess.	Human Services	M.A.	15	40
Charles	Asst. Profess.	Educa.	Ed.D.	5	39

Demographic information for black male faculty focus group participants is presented in Table 17. Based on the

interview data, the responses of the members of the black male group appear to suggest a greater level of dissatisfaction in their roles as full-time faculty members. While viewing teaching as their primary function, members of this group were satisfied with their teaching role; however, their responses to the interview questions were clouded with issues of racism, and perceptions of greater role expectations. When asked about their general perceptions of their roles, their responses were quick to reflect issues of concern. Only Dan established what he thought his actual role was by stating,

> I enjoy teaching and that's my primary function here, to assemble the information and share it with the students and to be as helpful as I can in their educational process, trying to encourage positive thought, furthering their education, anything along those lines to enhance a person's view of the world and a view of themselves.

The most satisfying aspects of their job, as were reported by these faculty, were the opportunity to commune and converse with other full-time minority faculty members. This specific group interview was even cited as such an avenue of satisfaction by one member of the group. The desire to establish relationships with similar others was indicated as a vitally important aspect of job satisfaction. For example, Dennis responded,

> Having people like you come in and having us come together to talk. This is so good when

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> we just talk and we get together like when we come down the hall and see each other.

While Greg states,

> I enjoy the development of relationships that I've had on campus with students and colleagues and just to see how things have changed over the past five years. Because we're so few in number it has been difficult to get energized to establish a relationship say with someone either on this campus or on another campus. And how are you gonna organize that effort to establish that relationship with someone that you're only supposed to see twice a year at the college faculty luncheon.

In addition to the need for interaction with similar others, these faculty members viewed the satisfaction gained from teaching almost as an escape from the additional pressures of their jobs. As Greg stated,

> I get a lot of satisfaction from teaching. It's weird but the most comfortable period of my day can often be the time when I'm in class and I don't have to think about this other stuff.

With regards to their areas of dissatisfaction and frustration, the issues were numerous and lengthy. Their primary issues of concern were centered on racism, lack of minority faculty representation, and lack of community (with minority students). The following statements illustrate these points.

> Ron: It's not so much what I do it's the lack of minorities, lack of black faculty, lack of people I can have relationships with and find some support, like trying to get this group together for this interview.

> Charles: I come into this office looking for somebody I can talk to. I can't get that from these other folks here and I need that. There are some things I have to do and need to do to help me maintain some sense of sanity. We have 235 countries represented here and the dominant culture of course is the white culture. So that's my dissatisfaction that I don't have colleagues or I have limited colleagues to go to.
>
> Dan: We get to see that one other person maybe once a year when we have these meetings and then when that happens you have assemblies of all these folks. 9 times out of 10 there is 100 white folks to 1 black person and you can imagine how the agenda gets done even if you have a strong enough voice and you know what you're speaking of, you put something on the table it gets translated into something a whole lot different than what you're trying to get across and then when they are finished they say this is what I thought you meant and it's that kind of mentality that really dissatisfies me.

As networking appears to be of vital concern to the black male faculty represented in the study, it was also apparent that reaching out to and helping black male students was a critical concern for this group. There was group consensus on the difficulty of accomplishing this task, as the black male students who are so alienated by the experience of education, are easily threatened by the offer of assistance extended to them. Apparently, black male students often misinterpret the intentions of the black male faculty member who reaches out to them. Thus, in extending support to these students, these black male faculty members are experiencing frustration.

> Dennis. Black brothers are the students who are the most remote from the center of service here at the college. There are young brothers that have a difficult time with me because they have been so alienated by the experience of education that they are incapable of understanding who their allies are and can misjudge a message that you're sending them to extend yourself to help them, they can take that as threatening very easily. I notice it in class that the people who will sit the furthest away and the people who are the last to come in for help and inconsistent as far as attendance or whatever are gonna be African American brothers. It angers me because I understand why that is and how everything is really set up against them or to maintain them in that powerless alienated situation. And I try to deal with that without a large support group but you need the total support structure to begin to deal with people who have been living these lives that are so lacking when it comes to adult educators. They hold black adults and their parents responsible, so when you're resenting people in general you don't know how to establish a relationship with the same people that you need so it really is very confusing.

In order to offset their frustrations in these respective areas, black male faculty responded that they take the initiative to establish relationships with other minority faculty members, as well as to reach out to their students. As opposed to the reports of the white male representatives, and in spite of the limited numbers of black male faculty, those black male faculty members interviewed for this study appeared to exceed normal expectations for reaching out and offering assistance to their students, particularly the black male students. Thus, the importance of establishing relationships with similar

others remains a central theme for this particular group of faculty. Group members responded to the inquiry with techniques they have utilized in order to connect with and help their black male students.

> Greg: I'll see them (black students) after class and ask if they can come in and talk. Go to them one-on-one, see them in the hall, see them in the cafeteria, see them in the men's room, it might even be at a urinal. I let them know that we can talk, you know wherever I can catch them, outside, coming in, in the parking lot.
>
> Ron: You have to break down the barriers so that they understand they have to do the work but also so that they can approach you in class and outside the class because if they don't get any message from you that you're willing to talk to them you know they're not gonna show. You can have all the office hours you want, e-mail, you're not gonna get any from them.
>
> Charles: I'll take a white student and I'll give them 100% of my service because that's what I'm paid to do. African American students come in I'm gonna give them 200% cause I want them to have this even to the point where I say this is how you do it. This is what you need to grab onto. But I want you to have this advantage over these other students because they've always had an advantage over you, but you know they come back with this attitude that he's trying to belittle me when in fact I'm trying to help them out.

While Dan agrees that these students feel isolated and, without help, are not going to make it, he believes that it is, therefore, the responsibility of the faculty to establish a relationship with the student. He goes on to say,

> Dan: Unless we (faculty) establish a relationship with the student, usually they aren't gonna make it, you know because they are feeling isolated and all of the reactions that they are feeling between themselves and me and other people is gonna place so much pressure on them it's gonna paralyze them or chase them out. You know these are the ones I have to look for. And I gotta get them back in and show them how to get back in and have them understand that you know it's alright to have those fears but it's not alright for you to fall out of it I mean there's options, there's ways of handling it and you can get help but it's hard for them to see that given the structure.

Networking with other black faculty members is an important coping mechanism for these job frustrations as well. For example Dennis states,

> We dialog sometime it may be only a minute it may be 10 or 15 minutes but we communicate with one another that way. We see each other in the hall if it's no more than "my brother" stuff we're dialoging. We're networking but we're doing it informally.

The final question, as with the other groups, was regarding the role perceptions of these black faculty members in comparison to other faculty. This inquiry generated different responses among the black male faculty when compared to the responses of the white males. The black males tend to perceive their roles as different than those of other faculty, and also, more demanding, due to their minority position, limited representation, and their experience of perceived racism. For example, Greg responded in this manner,

> You are constantly working within a system where racism is institutionalized and you're doing at least two things simultaneously, you're doing your job and you're also representing yourself and others, and helping people in need who are also facing the same racism in the school. At times it can be overwhelming especially given the amount of work that we all have to do.

As Greg proceeded, his response began to reflect issues of role conflict,

> The lack of African American faculty and staff places a large burden on us because we can't be just what our job description calls for. Because you're gonna counsel, you're gonna advise, you're gonna have to establish personal relationships you know beyond professional relationships and a lot of your time is taken up by things you do because you want to and you find them necessary to do but they have nothing to do with your job description and the only compensation that you'll get which is good is the satisfaction you get from helping people out, helping black people out in particular, and hoping that you see some gains as a result of your actions. It's also very easy when you're a racial minority on this campus to be pigeon-holed by the administration who like to think that they understand who you are and what your role is and how attached you are to the institution and will even offer you incentives in order for you to fit the role they would like to see you in. And you got to be very careful of that because what can end up is you becoming less and less effective and useful to the people who need you most.

Ron expressed similar sentiment, but in addition, reflected on his perception that one of the assumed roles of a minority faculty member is to help other non-minority faculty members alleviate their own racist issues.

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> We are black men in a white institution and we can serve all kinds of functions and roles. And we can serve functions for everyone, all students, but for our people in particular or we can very easily serve functions for our employers. And I'm sure it would enhance our tenure here if we're thought to be serving the needs of the institution rather than the needs of students and the needs of black students or students of color. We're also here to serve white faculty you know in their own personal, psychological, and emotional needs. White adults perceive black people, especially those black people that they consider to be friends, to be the providers of therapy on racism. But I'm the one who's victimized by it yet I'm supposed to provide this therapeutic service to someone who's trying to find out where they stand in it.

Overall, the black male faculty members interviewed for this study are satisfied with teaching; however, they appear to be confused and frustrated in their perceptions of their respective roles. Due to the fact that they are so few in number, they feel compelled to seek out opportunities to connect with others in the work setting. They also make an extended effort to reach out to the black male students whom they believe need their assistance, but who sometimes misinterpret their intentions to be of help, resulting in frustration for these faculty members. Black male faculty also perceive that non-minority faculty members socialize with them in an effort to alleviate their own racist issues or biases.

White Females (N = 5)

Table 18. Demographics, White Female Focus Group

Name	Rank	Area	Degree	Years	Age
Gina	Instruc.	English	M.A.	2	49
Beth	Asst. Profess.	Early Child Ed	M.Ed.	10	40
Gail	Profess.	Economic	Ph.D.	27	60
Mary	Assoc. Profess.	Math	Ph.D.	15	45
Laura	Profess.	History	Ph.D.	20	54

According to the responses of the white female faculty members represented in the study, this group as a whole finds contentment in their position as community college faculty. Demographic data for the white female focus group participants is provided in Table 18. The white female group members reported being generally satisfied in their respective roles; however, they also voiced numerous concerns in regard to their jobs, these concerns being comparable to those of black males. General reflections with reference to their jobs were positive such as.

> Gina: Well I'm very happy to be doing it. I find it exciting and I like community college level work.

> Beth: I've always said the hardest thing I'll ever have to do in my life is to walk away from this job, because I like teaching.

Pertaining to the more satisfying aspects of the job, these faculty reported gratification in the areas of student

and colleague interaction. According to the white female faculty members interviewed, working with students provides a deep sense of satisfaction. For example Gail remarked.

> The most satisfying thing about the job is my students. It's the only reason for being here. It's not pay, and it's not the lovely conditions we have in the office. The only reason that you're here is the students. They're the only thing that counts; the only thing that matters, and that's the reason you stay.

In agreement with her colleague, but including her own personal enjoyment and stimulation which she derives from the student-teacher interaction, Mary stated,

> Yep. I agree completely. That's it, that's why you're here. Cause you believe in them. Because they're interesting and exciting and it's very enjoyable. It's stimulating to me to interact with them. I'm always learning from them.

Also in agreement that the interaction with students is a satisfying aspect of her position, Laura went on to report, however, that her primary source of satisfaction was coming from her colleagues. She commented,

> I guess my perspective is a little different. I also agree that students here are terrific and the interactions with them are terrific but I feel lucky to have colleagues. I think my colleagues here are interesting and good, and to be able to come to a warm place.

In response to interview questions in reference to job dissatisfactions, the issues of the white female faculty were numerous, but primarily focused in the areas of student

retention, lack of time, and lack of administrative support services. Gina found the usual student turnover rate to be a cause of frustration. She stated,

> I feel frustrated that students come and go rather quickly. For my students 16 weeks is a short period of time to develop what is important. Their school time is very discontinuous. They don't often do a lot of things that we would think of as a sequence. I feel like I get to know them and then they're gone; then there's the next batch.

When asked how she copes with the frustration which she experiences due to having only a brief time to work with students, she went on to say,

> I just do. I try to get to know them as well as I can in the time that they're here. And always say to them, come back and see me and check in sometimes. I keep some phone numbers of students and call them and check in. Say how are you doing? That's about all I do.

White females view the community college teaching experience as extremely demanding in terms of time. Group members voiced their disapproval of the lack of time and administrative support, as Beth states,

> I think my biggest dissatisfactions are lack of support services, and there's just not enough time. We're expected to do so much. I'm teaching six classes this semester, with lab hours so that's 21 classroom hours a week. I get no extra compensation for that at all. And I do all my own typing and word processing and duplication. I don't want to have to waste the little time I have running around doing this kind of basic ridiculous stuff.

Other members of this faculty group were in agreement concerning the frustration brought on by the lack of personal time. Gail elaborated on the subject,

> I could truthfully say, in 15 years, I feel guilty if I take the weekend off. Between teaching, trying to get ready for my courses, make certain that I have everything ready for my students, then do the things that need to be done for the division, I just can't get it done. You work between semesters and you still can't get it done; so to me the greatest frustration is seeing all that work that needs to be done, to satisfy my needs and the other teachers' needs. It's really frustrating and disheartening.

In order to effectively cope with their job related frustrations, especially those concerning lack of time, these group members spoke of setting their priorities and confronting the most imminent needs first. Based on the responses collected by this interview, it is apparent that for white female faculty members, their priorities reside with the needs of the students. For example, Mary stated,

> My first priority is the students; so other things will go by the wayside. I don't go to all the conferences that I would like to go to, even if the division or the college paid for them. I just don't have the time. I will not cancel three classes to go to a conference, because the students - it's so hard for them to get here and to arrange their lives to get here. For some of them, they set out a semester or two to save up enough money to come back. I just can't do that to them; so if it comes down to a choice between my going to a conference or meeting my classes most of the time I will meet my classes.

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Finally, when the question concerning differences in role perceptions was explored with this group of faculty members, they were asked if their roles as white female full-time faculty members were perceived to be different than other faculty members. Based on the responses to this line of questioning, there was consensus among the group that their roles were, in fact, perceived to be different. They believed these perceived differences to be a disadvantage for white female faculty at this institution. They reported that these role differences were mostly due to the administrative structure of the institution and the resulting sexism, which, in their opinion, is based on lack of respect. For example, Laura commented as follows,

> Yes, because the administrators would never talk to a man the way they talk to a woman. A male would never talk to another male like I've been talked to by male administrators. And I found female administrators would put me down and then cuddle up to teachers that who I didn't even particularly think were good teachers, and it didn't happen once, it happened many times; there's still this feeling that somehow a woman can be talked to in that fashion and told what to do in another fashion and not treated with respect by either male or female administrators. I think at this campus being a white female is probably a disadvantage.

While Gina states,

> It's very autocratic-hierarchical. It's always said in our division, to never ask the chairman a question that can't be answered either with a yes or no. You just go do your little thing and stay out of sight. Don't ask. If you ask you're in trouble; so I

> don't ask. They talk creativity but the only way you can be creative is if you somehow make them think it's their idea. I mean, if you can somehow plant it so they think it's their idea they're for it. I think my first chairman told me that he would do the thinking and I would do the teaching.

Based on the data presented by the group interviews with white female faculty members at this institution, there is evidence that, overall, these white female faculty are satisfied with their teaching positions at this community college, specifically in working with the students. In contrast to their reported job satisfaction, however, this group revealed that they do experience significant levels of role conflict, similar to the black males interviewed. Notably, the white female faculty members perceived their roles as extremely demanding in terms of time, and also in their experience of institutional sexism.

Black Females (N = 4)

Table 19. Demographics, Black Female Focus Group

Name	Rank	Area	Degree	Years	Age
Debbie	Assoc. Profess.	Counsel.	Ed.D.	15	46
Diana	Assist. Profess.	Counsel.	M.S.Ed.	10	41
Betty	Assist. Profess.	Library	M.L.S.	22	48
Ellen	Assoc. Profess.	Early Child Ed	M.A.	17	59

Demographic information on the black female focus group participants is presented in Table 19. In comparison with the other focus groups, the interview responses of the black female faculty members were brief. Generally, this group did not elaborate on any of the issues raised in the inquiry, even when probed.

According to their statements, it appears that overall, they are quite satisfied with their positions. The black women's group reported that they felt very rewarded due to their interactions with students. Especially satisfying for these faculty was the opportunity to see the accomplishments of their students. Interestingly, these faculty reported that they did not experience dissatisfaction, as they were striving to remain proactive, as well as creative, in their involvement with students. Individually, there were no negative responses from this group in the domain of job satisfaction.

> Debbie: Basically, I think it's very rewarding for me because I interact with a myriad of students and as a result of that I have an opportunity to see their accomplishments. Based on the fact that many of them will transfer and come back and let me know how they're doing. So in general, I find it very rewarding.

> Diana: I don't have a lot of dissatisfaction with my work. I guess because I'm so involved with my students and as a result of that, it's a challenge all the time for me. So there's not a lot of dissatisfaction but there's a lot of time to try to be creative; so that you can be more proactive in what

> your doing. So as a result of that we're not going to be sitting there, being frustrated. I'm sitting there trying to be creative and thinking of ways to keep students in the mainstream, and to keep them challenged so that they will complete what they've set their mind to do.

When probed in reference to the most satisfying aspects of their jobs, the responses of the black female faculty were in the areas of working with students and colleague support. Basically, this group is of the opinion that, in addition to the students, the caring attitudes of the people they work with make their jobs satisfying. For example, Betty states,

> I think, not to discount the students, but the other people that you work with. I've been here more than 20 years and I would say that I think the people genuinely care about this place; so they make an effort to do things that will make this place better even though they work with a lot of constraints, but for me I think it's the people.

In agreement with this observation, Ellen elaborates that her colleagues are supportive. They interact and exchange ideas in order to optimize the student experience. She is of the opinion that the faculty here are committed to the students and, at the same time, they have respect for each other. She continues,

> I agree. I think that although I've only been here six years I find that your colleagues are supportive, your colleagues interact, we can exchange ideas to try to make things better and I think that the ultimate is that we are striving to make the surface delivery the best for the student; so

> that student leaving the college will be prepared for whatever the challenge is. Whether they transfer or whether they are going out for employment. I think it's the two things, its our commitment to the students, and our loyalty and respect for each other.

Unlike the white female group members, members of the black female faculty indicated that they embraced the brevity of the student-teacher relationships. They viewed the fact that they had a limited time with each individual student as more of a challenge, rather than a frustration. These faculty also viewed the diversity among the student population at this institution to be something of a challenge, as is illustrated in the following response.

> Debbie: I would say that it's fairly challenging, being in a situation where we see a lot of international students, as well as, American born students. When I come in contact with the students I have them for a finite period of time; so I can't see the progress that they're making. I work for them with a limited amount of time and that in itself sometimes is very frustrating; because you don't know if you're getting over to them, if you're communicating to them exactly the skills they need to go on and do whatever it is that they need to do. But in some cases you can see that yes what you told them is enough; so there are ups and downs, but the fact that we come in contact with so many different students you're not seeing the same students or the same type of students over and over again; so I think that's fairly rewarding.

When these faculty members were asked questions examining what they perceived to be the more dissatisfying aspects of their jobs, the group members' responses,

although brief, were predominantly in the area of finances. They clarified their responses in order to include both their own personal finances, which they reportedly have adjusted to, and more specifically, the lack of financial support for the needs of their students. An example of this sentiment is apparent in the comment of Diana.

> Money...Salary is part of it but you learn to live with that, or you learn to make adjustments; but it's the money that you don't get for the things that you need to do to support the students.

When asked how they cope with the problem of lack of finances for the needs of their students, they reported having patience, and yet bringing it up constantly. They also felt it necessary to go through the proper channels in order to get the necessary funding. For example, Betty stated,

> Talk to the dean about it and constantly bring it up when we are on the various committees. We formed some type of taskforce and we had an opportunity to really talk about it - the needs of the students. We are constantly told it will take time but it will happen. So it's like I do get heard but it just takes longer than I would like, to get the end results.

In reference to the dissatisfaction experienced in the realm of personal finances, Ellen expressed,

> When I look at leaving and I look at salary ranges in other jobs; a lot of times you just read the entry level and it will say salary negotiable. But I think that if I were to go someplace else I wouldn't be able to make as

> much as I'm currently making here, and they may expect a lot more for less money. So after awhile you kind of get comfortable and you just stay. Then you start to think of things you can do to make the job different to make it more interesting.

An additional observation for discussion, was that in her statements, Debbie did, in fact, take notice of the limited number of minority faculty at this institution; however, she did not report this to be a stressor.

> Sometimes you kind of get the feeling that maybe the college does not really have a commitment to recruiting African American faculty. I mean they talk a good game, but when you look at the numbers it's not there.

Finally, when this group was queried in reference to differences in role perceptions, or as to whether their particular roles were perceived as different than other faculty members, their responses suggest that they do not perceive their roles as different than others. This was the overall consensus of the black female faculty members, in spite of the fact that there were perceptions that they were being overly solicited for duties based on their minority status. As an example of this conviction, Diana stated,

> I don't perceive it to be different; but people have perceptions. Their perceptions I think are different, because there are so few African Americans on the staff female or male. I think we get called in to be the token representative, on various committees. I enjoy serving on the screening committees, but I know that when they ask me to be on the committee, they're asking me because they need a minority representative. They're not asking me because I have expertise in

> serving. They need someone, some African American person and since the pool is so small they call me.

Given the brevity of the responses of this particular focus group, as well as a lack of perceived differences in role expectations among this group, these faculty members were probed once again in order to detect whether they perceived anything unique in regards to their specific roles as African-American full-time faculty. Again, their responses reflected a scarcity in any perceived differences in role expectations. Examples of their comments were as follows,

> Betty: I can't think of anything.
>
> Ellen: No, I think this is a good place to work.

As is apparent, based on findings of the focus group interviews, the black female faculty members are extremely satisfied with their teaching positions. They attribute much of this role satisfaction to the people with whom they work, including their colleagues, as well as their students. The black female participants in this study did not express concerns within the domain of role conflict, in fact, the members of this group reported that they view themselves as competent and equal to their colleagues. In addition, they did not report concerns over the issues of racism or sexism, nor did they share the frustrations which black male faculty and white female faculty reported experiencing.

Analyses of Hypotheses

First Hypothesis

The first hypothesis contends that women and minority faculty will have different role perceptions at the community college. Results from the survey did not support any differences between genders across the three scales (role conflict, job satisfaction, teaching satisfaction), however, significant differences were found among ethnic groups on the role conflict scale. The focus groups yielded different but supporting evidence of this hypothesis. White males did not perceive any gender or ethnic differences in faculty roles while both black males and white females did. Black females reported similar perceptions to that of white males, that is, there were no perceived differences in roles.

Second Hypothesis

The second hypothesis in this study contends that the different role perceptions of women and minority faculty leads to greater role conflict within these faculty members. Results from the survey revealed no significant differences between genders, with the means and standard deviations being almost identical (males = 119.87/15.57, females = 119.22/14.27), thus this hypothesis was not supported. However, the survey revealed significant differences in role

conflict among all ethnic groups except for Blacks and American Indians at the .05 level. Asians, Hispanics, and Whites reported the highest levels of role conflict, respectively, with Blacks and American Indians reporting the lowest. The black male and white female focus groups reported greater levels of role conflict, while black females and white males reported lower and equal levels. Thus the quantitative and qualitative data produced discrepant results for this hypothesis.

Third Hypothesis

The third hypothesis states that the perceived levels of stress due to role conflict will be viewed negatively by some faculty members and positively by others. This hypothesis was wholeheartedly supported by the responses generated by the focus group members. Given the reported role conflict issues of the individual faculty members in the focus groups, some faculty members embraced their respective frustrations as a challenge and worked within the limits the job imposed upon them, while others reported their frustrations within a more helpless and continual state of stress. For example, one positive view of role conflict related stress is reported by one white male faculty member (Joe) who is verbalizing his concerns with student retention,

> I recognize that not everybody here is going to make it but that still doesn't make it easy when they don't. They commit a form of suicide when they don't get an education, by not preparing themselves to make the most of the life that they have and that's depressing. But I try to recognize the fact that it is their decision. I have to live with that and I can't change it no matter how bad I may feel for them. And the fact that my life isn't based, in terms of my satisfaction, on whether everyone succeeds or fails, that I have other things I've done in my life that are also meaningful -- those things are uplifting. And again, the one person who calls you up once a year and says, "I did this", often is enough to compensate for the 30 who in the same class who did nothing. So, you take a small amount of satisfaction and you stretch it a long way.

While a black female group member (Diana) stated with regard to her frustration with the same issue,

> There's a lot of dissatisfaction here but there's a lot of time to try to be creative; so that you can be more proactive in what you're doing -- just because of the minority population on this campus. So as a result of that we're not going to be sitting there, being frustrated. I'm sitting here trying to be creative and thinking of ways to keep students in the mainstream, and to keep them challenged so that they will complete what they've set their mind to do.

Conversely, one white female group member (Gina) verbalizes her negative perception of job stress in this statement,

> I feel frustrated that students come and go so quickly. So I try to get to know them as well as I can in the time that they're here, but there's not a whole lot you can do. That's the structure of the community college system. That's just one of the unfortunate things you have to get used to.

Fourth Hypothesis

The fourth hypothesis contends that women and minority faculty will report lower levels of job satisfaction than other faculty. Survey results revealed no significant differences between genders and in fact the mean of the women is slightly higher (males = 88.49, females = 92.13), indicating slightly higher levels of job satisfaction. No significant differences were found among ethnic groups on the job satisfaction scale. In fact, Asians reported the highest levels of job satisfaction (mean = 103.50), with Blacks, Whites, Hispanics, and Native Americans following (means = 97.83, 90.35, 88.75, and 71.00). Thus, the results from the survey do not support this hypothesis. Similarly, The focus groups did not seem to differ in their overall reported levels of job satisfaction. All of the faculty members interviewed reported being very satisfied in their respective positions. However, the reported frustrations and dissatisfactions were more numerous and lengthy for the black male and white female groups. Apparently, these groups are experiencing greater amounts of role conflict in terms of the demands of the job, lack of personal time, and institutional racism and sexism. The overall responses of the white male and black female groups were more positive and similar.

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Chapter V

Summary and Conclusions

Introduction

Based on the research of Sarbin & Allen (1969), characteristic behavior patterns are key to role theory. Roles are explained by the presumption that individuals are actively aware of norms and expectations, and also of appropriate behavior patterns in each position they occupy. The behavior of the individual, therefore, is different and predictable according to the social position the individual is currently occupying.

Roles provide a means for social participation. Through social learning from the significant others in an individual's world, one learns to expect and anticipate behaviors characteristic of certain role figures. In this manner, the individual derives expectations and meaning for the roles encountered in social movement. In other words, roles provide location and definition of the individual in relation to the world around him/her.

The original theoretical framework of this study is based on the specific conceptualization of role theory by Sarbin & Allen (1969). The major elements of their interpretation of role theory are role expectations, role behaviors, and role conflict. Roles are largely determined

by the values (norms and expectations) shared by the community. Role conflict occurs when there is an incongruence between these role obligations or expectations and the individual's perceived expectations. According to this theory, such role conflict directly relates to an individual's perceived level of stress within a job, and their reported levels of job satisfaction.

Therefore, as professional roles are socially constructed, the roles of community college faculty are embedded in a social or interpersonal context, with role behavior being largely a function of the role expectations of the relevant individuals who constitute the role set (Sarbin & Allen, 1969). The roles of community college faculty, accordingly, have the potential to be transactionally influenced by the institution, the students, colleagues, and the particular discipline of the faculty member. Thus, this study focused on the individual faculty member's perceptions to help understand the internal construction of their role. For example, role conflict for the faculty members in this study was largely determined by their individual perceptions that within their roles they had to assume additional responsibilities that other faculty members did not have to assume. These additional responsibilities were placed on the individual by their role set. The faculty members who participated in the focus

groups mentioned all of the relevant members of the role set (where the role expectations are generated) that DeVries mentions in his 1975 study i.e., departmental colleagues, administration, department chairperson, and students. For example, one faculty member (Tim) states about the department chairperson and student retention,

> You don't want to have people complaining too much and the moral of the story is if the chairman's not happy, you're in trouble. So, you don't want ever to get the chairman unhappy. And I try not to get the chairman unhappy and yet maintain a standard by no grade inflation but keep those numbers.

For this study, role conflict and job satisfaction in community college faculty were examined through the use of a survey instrument (quantitatively), as well as through focus group interviews (qualitatively). Before examining the correlation between the variables of role conflict, perceived level of stress, and job satisfaction, some general comments in regard to the survey are made.

The Study

The initial component of this study was based on a survey, utilizing the participation of 177 full-time faculty members from a large community college in the Mid-Atlantic. These faculty members answered a 75-item instrument which was comprised of four sections: demographics, role conflict, job satisfaction, and teaching satisfaction, with the first

section being author-composed, while the last three were borrowed from existing validated scales. The survey was distributed in the Spring of 1997.

The survey data were reduced by the author and analyzed using the Statistical Package for the Social Sciences (SPSS). The major methods of analysis utilized for this study were: one-way analysis of variance, regression, reliability, and Pearson product correlation analyses.

The study yields a profile of the typical community college faculty member at this particular institution. According to the results of the study, the typical faculty member is predominantly female and white, and more than half are over the age of 45. The majority of these faculty members hold a Master's degree or higher, and have taught at the college for at least twenty years, teaching an average of five classes per semester. Also, instructional program areas were fairly evenly represented in the sample.

In addition to the survey, four focus group interviews were conducted, with white and black, as well as male and female groups. These interviews were purposely designed and conducted in order to gather information which would be more descriptive and specific to the study, and more insightful. Each group was represented by 4-6 members (n = 20) and was conducted by the author in the Fall of 1997.

Role conflict and job satisfaction, among the 177 full-time faculty members, were assessed through the 75 item survey instrument (quantitative), as well as through the focus group interviews (qualitative). A summary of the quantitative results is presented first, followed by a summary of the qualitative results, and then an integration of the findings.

Role Conflict & Job Satisfaction (Quantitative)

Role conflict is the level of agreement between the actual requirements of a role and the perceived expectations of the individual in that role (Sarbin & Allen, 1969). If the perceived role requires more or less than the individual is actually expected to perform, the individual will experience role conflict (Blatner, 1991). Conceptually, this role conflict leads to stress, which in turn, will relate to the individual's perceived level of job satisfaction, and also, to decreased job performance or effectiveness. Individuals will perform more efficiently in situations where role conflict is minimal because they experience less tension and stress (Byrne, 1994).

In order to investigate the perceptions of the faculty member respondents in the area of role conflict, job satisfaction, and teaching satisfaction, survey items for each of these scales were presented in Likert form (4-7

point scales) with these items being rated from very false to very true, or from very dissatisfied to very satisfied. Scores were calculated by totaling the items for each scale, thus providing comprehensive scores. Higher scores on the Role Conflict Scale indicated higher levels of role conflict and, likewise, for the Job Satisfaction Scale, higher scores indicated higher levels of job satisfaction.

Results from the role conflict scale revealed significant differences in the area of ethnicity and in the area of instructional program. Notably, significant differences in the area of ethnicity support the first and second hypotheses of this study, demonstrating that separate ethnic groups will perceive their roles differently leading to diverse perceived levels of role conflict. However, based on the analysis of this research, the mean scores only partially support one of the initial premises of the study. The only factor which is somewhat supported is that minorities will report higher levels of role conflict because of the extra demands expected of them due to their minority status, especially on a campus with greater minority needs. Based on the results of the study on the Role Conflict Scale, the Asian and Black participants in the study reported the highest levels of role conflict, while the Hispanic and Native American participants reported the lowest levels of role conflict. Based on the results of the

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Role Conflict Scale for the study, the mean score of the White respondents was the median for ethnic groups.

While this research produced significant differences in the above stated areas, it should be noted that the study had an extremely low response rate for minorities. The number of respondents for Blacks, Hispanics, Asians, and Native Americans is 6, 4, 2, and 1 respectively. Due to this limited response among minority faculty members, it was very difficult to interpret these findings with any degree of confidence. While the significant differences among ethnic groups do support the first and second hypotheses, it would be necessary to acquire the participation of a greater number of minority respondents in order to determine any healthy comparison across groups. If the findings are, in fact, representative of the much larger group of minority members who did not respond, this would suggest an interesting differentiation among ethnic groups.

In spite of the limited response rate for minorities, it is notable, however, that in this study, the Black and Asian respondents reported higher levels of role conflict, thus indicating an incongruence between actual role obligations and perceived expectations, and suggesting the possibility that these particular groups of faculty members feel less secure or more pressured in their respective roles.

On the role conflict scale for this study, significant gender differences were not detected. Given that females comprise 55% of the current full-time faculty at this institution, it may be found that their majority status attenuates their reported levels of role conflict in comparison to other institutions where female faculty are fewer in number and greater in demand. In fact, the statistical analysis of the study indicates that the mean scores for male and female faculty members were relatively identical on the role conflict scale (males = 119.86, females = 119.22), thus suggesting that gender is not seen as a dividing influence within the domain of this institution.

On the job satisfaction scale, significant differences were found only in educational level of faculty (degree obtained); differences were not detected in the areas of gender or ethnicity. In regard to gender, as suggested by the scores on the role conflict scale, the stronger representation of women at this institution may account for the scarcity of differences found in gender and job satisfaction, as well. In fact, for this study it was found that the female respondents reported higher levels of job satisfaction than the male respondents on the applied scale (males = 88.49, females = 92.13), although not a significant difference.

This finding further supports the ambiguous nature of the relationship between role conflict and job satisfaction. This may suggest that role conflict may not be directly related to job satisfaction, as previously hypothesized. To date, role conflict has been assumed to have dysfunctional results, however as Blau & Goodman (1991) suggest, the stress levels associated with role conflict may actually increase job satisfaction depending on how the individual interprets the stress caused by the role demands. Based on the findings of this study, it may be suggested that some faculty members do, in fact, embrace the stress as a positive challenge, while other faculty members may become distressed by that same stressor.

The statistical analysis of the study determined no significant differences in ethnicity on the job satisfaction scale. As stated earlier, the limited number of respondents in the ethnic minority categories severely limits any confident interpretation of these results. Of the 67 potential ethnic minority faculty members representing the institution, only 13 responded to the survey for this study. That is, only 19% of the ethnic minority faculty available participated in the survey, which did not provide the sample proportions necessary in order to draw adequate conclusions.

Similarly, no significant differences were achieved in any domain on the teaching satisfaction scale. However, a

significant positive correlation was obtained (.5942) between job satisfaction and teaching satisfaction, suggesting substantial overlap in scores on these scales. Generally, faculty members who reported higher levels of job satisfaction also reported higher levels of teaching satisfaction, as would be expected.

As this study suggests, there is difficulty in assessing job satisfaction within the teaching domain. There are many factors that influence how faculty members feel about their jobs. For example, sex, age, and organizational tenure have long been viewed as salient demographic variables predictive of turnover and employee satisfaction. For educators, job satisfaction has been found to be higher for those who are older and who have more experience in the profession, while female educators tend to report higher levels of satisfaction (Jenkins, 1994). Also, educators at higher cognitive development levels tend to function better and have fewer problems and less stress; they are better able to assume multiple perspectives and to choose from a variety of teaching strategies and coping behaviors (Culver et al., 1990).

Teacher job satisfaction is also affected by the organizational climate of the school, especially how well teachers cooperate with each other and how they perceive their relationships with their colleagues (Weimer, 1993), an

idea supported by the qualitative data from the present study. Previous studies in this area have not documented the relationship of gender to job satisfaction, nor has there been the development of a valid assessment instrument to explore any such differences. The lack of significant gender differences in this study on the respective scales is consistent with previous findings in the literature. Other, more important variables may be contributing more to the job satisfaction domain. For example, in the Tolman study (1995), commitment to teaching was a stronger predictor of job satisfaction than gender. It is also possible that teaching is still perceived to be a female occupation, so at a community college where the faculty are predominantly female, it may be more acceptable for female faculty to feel more comfortable in their jobs, given their majority status. The results from the survey support this notion.

Role Conflict & Job Satisfaction (Qualitative)

The qualitative data generated from the four focus group interviews, interestingly yielded similar and different results than the quantitative data of the survey. On examination of the interview data, significant differences were not found in the area of job satisfaction among the groups. Overall, the faculty members who were interviewed reported that they were, for the most part,

satisfied with their respective jobs and enjoyed their teaching experiences. The reported high value of the teaching experience came especially when interacting with students and colleagues. Specifically, each of the four groups cited the amount of positive influence that they were able to effect in their students' lives to be a factor in their satisfaction. This common finding is probably an aspect of their careers resulting directly from their choice of teaching at the community college level. This difference between university and community college teaching is illustrated by the following comment from one faculty member (Joe),

> I came from a four-year college that really put pressure on you to do scientific research, to do experiments, and to publish those experiments, results of those experiments and so here with the emphasis more on teaching and not, I don't perceive there to be a great deal of pressure to publish scientific work, makes it better.

The smaller community college situation has given them the opportunity to interact with their respective students more closely. Conversely, these specific faculty may have chosen to teach at a community college level for reasons very specifically related to the amount of contact available with the students. In university classrooms, often with a few hundred students, for example, a professor would have greater difficulty learning students' names, much less be

able to influence any single student's life in a tangible manner. For example, one faculty member (Jack) states,

> Well, there are two different environments here that develop. One is the environment inside the classroom and the other is the environment in the academic community. The first is probably what keeps us here.

This agrees strongly with the findings of the Toman study (1995) where faculty generally derived personal and professional satisfaction from the progress of students and from helping them achieve their goals. In particular, white male faculty elaborated on the difficulty in helping students meet their career or educational goals and maintaining college level standards so that students' progress was meaningful.

Comparable to the results of the quantitative data of the survey, the most significant differences found in the qualitative data of the interviews were within the area of role conflict. White male faculty members generally reported positive role perceptions. However, it is interesting to note that both black male faculty and white female faculty reported higher levels of role conflict then the white male and black female groups. This finding presents an interesting contrast, that is, a significant difference across gender when coupled with race. Conceptually, it would seem that gender alone, or race alone, might have a main effect on the outcome of the

results, however this did not prove to be the case. In the focus group interviews, black male faculty members and white female faculty members were verbalizing many stressful job-related issues that apparently were not concerns of, and therefore, did not arise in the interviews conducted with white male faculty members and black female faculty members.

According to the perceptions of the black male and white female participants of the study, members of these groups felt that they were still struggling with their statuses at this college. They were of the opinion that their voices were not heard, due to racist and sexist attitudes, which in their assessment, continue to persist within the college administrative atmosphere, and additionally, they believe that they had to assume additional responsibilities because of their roles. In other words, these two groups of faculty members voiced concern pertaining to their experiences of continual job dissatisfaction due to perceived issues of racism and sexism, which in turn resulted in greater role expectations for them, but notably, these same issues of racism and sexism were not perceived by the black female faculty members who participated in the study. In discussing one issue, however, both the black male and black female groups reported a common theme among their job experience. These two groups reported an obligation, whether that obligation

was perceived or directed, to participate in certain activities beyond the normal scope of their duties, mainly due to their status as black faculty members. Specifically, they felt that their inclusion in these activities was a necessary function of their role. This agrees with Sieber's work (1974) who found that individuals will sometimes take on multiple roles despite the fact that this nearly always exposes them to increased role conflict and greater stress. Such findings as these warrant further research and discussion.

Conceptually, it might be expected that the white male faculty members would not perceive differences in the treatment of different groups of faculty members. White males are, historically, the standard by which differences are compared in most institutions, and likewise, the group that has written most of the institutional bylaws. In the focus group discussion, the white males reported what they perceived little bias, whether it be racial bias or gender bias, at this institution. This perception continued along the lines of both interfaculty contact and administrative contact. In fact, many expressed a simple lack of awareness of any such inequality, often by saying that it had not been mentioned to them or that they had not been affected by it. This may explain the other groups' perceptions of an imbalance. The white male group likely feels a less

significant presence of bias because they have not been subject to it personally. At this college, however, the majority of the faculty are white females, consequently it would appear that some of the perceptions of sexual discrimination which may be more pronounced at other institutions, may not be as intense at this one, given the majority position of white females.

Yet, conflicting with this observation, white female faculty members at this institution still reported higher levels of role conflict in the focus group interviews. In contrast to expected results, black female faculty reported lower levels of role conflict and no perceived differences in roles. Interestingly, this result also surfaced in the Payne (1985) study of black females in higher education in Pennsylvania. In her study, the respondents felt minimal influence of race or sex impacting upon their career development. In fact, they reported that they felt their dual minority statuses were positive influences in their positions. There were no reports of blaming the system, even though they were aware that prejudices existed. Instead, they bonded with the few other black female faculty for moral support and motivation to pursue their goals in higher education. Success for these women was intrinsically motivated as they took the initiative to fulfill their

roles. The results in Payne's study were identical to the reports of the black female group in this study.

According to findings such as these, black female faculty members have apparently established more effective methods of integrating themselves into higher education both personally and interpersonally, which subsequently results in lowered role conflict for them as a group. Speculatively, the apparent ability of black females to effectively and more smoothly integrate into this system, could to some extent be due to historical factors. Black males and white females were, historically, the initial groups to enter the predominantly white male workforce, in which case they initially experienced greater levels of prejudice and resistance. Due to these factors, it is possible that they have continued to personalize the struggle to integrate, continuously feeling as though they have to prove themselves and justify their level of competence. It is conceivable that the continuous struggle which black males and white females have historically been subjected to in the workplace has, in fact, paved the road for an easier transition for black females, who entered the workplace later and in fewer numbers. Thus, black females have adjusted their perceptions of the workplace and, their perceptions of their position in the workplace, as well. By adjusting their perceptions, they have developed more

effective methods of integrating, and have not had to embrace the challenge to survive at such institutions as intensely as the other groups around them, such as white females and black males. Additionally, the members of the black female focus groups reported a strong sense of unity with other black female faculty members. However, they also maintained an equally strong sense of self-sufficiency. Therefore, combining the ability to function confidently as a member of a support system or as an individual would further reduce their levels of role conflict. Still, for white females and black males, who entered the workforce decades ago, the struggle remains to them very much alive and bears great significance. These groups, however, seemed to report less confidence in group unity or self-sufficiency. This may indicate that they lack a sense of certainty about either or both concepts. Cultural factors (both racial and gender) in general could be a leading factor in this regard. Another relevant finding of the focus group interviews was that the black female faculty members did have a tendency to acknowledge that they were aware of racial and gender differences in treatment in higher education. But, rather than to react defensively to these differences in treatment, the black female group had a more accepting attitude toward their roles than both the

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white female and black male groups, that is, even in spite of perceived differences in role expectations.

For example, both black male and black female groups voiced their awareness of the lack of minority faculty members at this college, however, only the black male faculty expanded on this as a stress-related issue in terms of their roles. This could, in all likelihood, be due to the fact that within the more effective struggle of black women to integrate and become equal, they perceive their roles as equal to others in their environment, rather than as catching up. Additionally, this may be an unconscious effort by black women to further strengthen their feelings of unity within the group identity. Specifically, the addition of minority faculty members may lessen the somewhat wavering sense of group which was found when reviewing their focus group discussion. As stated earlier, the black female faculty members seemed to have a more definite sense of unity than the black male faculty.

There is a possibility that this perception of their roles as equal to others in their environment is likewise historically construed. Historically, white females have not been treated as equals by white males, as a matter of fact, white females have been treated as inferior and inept, both physically and mentally, thus their struggle to catch up and to prove their adequacy. Historically, black males,

as well, have not been considered as equal to white males, thus their constant struggle to demonstrate their competence. However, throughout history, black females have, in fact, been treated in a manner which has been consistent with the discriminatory treatment of black males, thus, there is a distinct possibility that despite the negative implications of such treatment, black females have historically experienced specific feelings of equality. These experiences of equality, however negative and discriminatory they may be, have potentially empowered black females to adapt more smoothly and to integrate in a more effective manner.

It is also possible that black male faculty are perceiving their roles to be more stressful because of the struggle which they see in the black male students whom they teach. The black men's group spoke at length concerning the difficulty in reaching out to black male students. According to the interview data, black male faculty feel isolated, and they are struggling to connect with the black male students who they believe are also isolated and struggling. The irony, however, lies in the fact that the very reasons the black male faculty members make such strong attempts to reach their black male students are those same reasons they feel the students do not respond, or respond less than was hoped. In their isolation and struggle, the

black male students may be less likely to accept the concern, advice or assistance of even a black male faculty member. So, black male faculty feel frustration in not being able to help the students for whom they serve as role models, which only exacerbates their stress-related role issues. These faculty feel a circle of isolation and frustration. In their attempts to resolve it, they struggle to break the cycle and help set their black male students on a competitive and equal level with other students. In essence, they see themselves as role models to their black male students, a finding that agrees with Toman's (1995) investigation of faculty role perceptions at a community college.

Interestingly, the Toman study also found that African American faculty view themselves also as role models to white faculty. In this study, black male faculty members talked about their perception that one of the assumed roles of a minority faculty member is to help other faculty members alleviate their racist issues as well. For example, one black male faculty member (Charles) states,

> Imagine having a conversation with one of our white colleagues who may say something like "well what do you think about the OJ Simpson decision?" You think racism was involved or what do you think about Tiger Woods? You know stuff like that and they actually get taken aback when you say well you know the only connection OJ and I have is skin color whether OJ was found guilty or not guilty doesn't really impact me significantly. It

> impacts me because I'm being bombarded by you and the media. You know they don't understand it because they think that because racism is out there they think that is the only thing that you're thinking about.

Thus, the black male faculty members in this study see themselves as role models for their white colleagues in the sense that they see black faculty as an avenue for dealing with their racial biases and prejudices. Another black male faculty member (Ron) illustrates this in the following response,

> People ask all kinds of questions you know about their racism? I mean they're conscious but they're still feeling the guilt and they're trying to release themselves of it through you. And I'm trying to tell you know my response to them is don't ask me about racism and especially don't bring up reverse racism cause I'll start talking politics and culture but they're trying to serve themselves and they're also using you. In other words we're also here to serve white faculty you know in their own personal, psychological, and emotional needs. White adult people perceive black people especially those black people that they consider to be friends the providers of those type of services and therapies. In many situations it will come out of nowhere - you think you're talking about baseball and then somebody starts getting close to you and they start talking about racism and race issues.

White female faculty members are also concerned with the diversity issues and being effective role models. One faculty member (Gina) states,

> There's a great deal of diversity in nationality, race, and ethnic group and I find that interesting and enjoyable and we really get into that because when you are

> teaching people to be teachers that are already teachers they're dealing with children and families and it's incredibly important to get teachers to start thinking about their own biases and how they do perceive people. So we're real aware of that and that's a real important theme that runs through all the teaching that we do.

While another (Beth) continues about being a role model,

> I spent a lot of time anguishing about would my students of color be doing better if I were somebody else. At the moment I'm not anguishing about that so because I finally came to realize that's not the deciding factor or the only one. I sometimes worry about this because I feel like if I could speak more from their experience maybe it would be less difficult for them to relate. But in other ways since I've worked at a lot of different jobs, I've raised kids you know, I've been through some of the life experiences they've had so I feel I do speak to them so, I guess it cuts both ways.

Along these lines, another interesting finding of the focus group interviews was that among the white male faculty members, any frustration or dissatisfaction they experience due to their perceptions of themselves as being ineffective in helping the students, is managed by detaching themselves from taking personal responsibility for student failures. In opposition to this perspective, those black male faculty members interviewed, seemed to experience greater frustration and dissatisfaction in this realm, as they reported that they assumed more responsibility for student

successes and failures, and thus become less detached, especially with black students.

Conclusions: A Quantitative & Qualitative Integration

It is notable that, in many areas, the quantitative and qualitative data from this study present conflicting results. Based on the analysis of the survey data (quantitative), no significant gender differences were obtained on any scale, and the only significant ethnic difference was obtained in role conflict. However, as indicated earlier, the limited participation of minority respondents makes it difficult to warrant drawing a valid inference or conclusion from the findings of this study for minority populations. Conversely, the focus groups (qualitative) generated data that was rich with perceived differences in roles.

The contrasting results of the study could conceivably be a result of differences in the data collection systems between these two methodologies. The use of the survey as a data collection strategy was obviously restricted to those faculty members who willingly responded. With substantially limited numbers of minority faculty responding to the survey, the lack of participation in these groups considerably reduces the possibility of generating enough data to sufficiently generalize from and draw accurate

conclusions. As with the survey, the focus group interviews also employed only those faculty members who were willing participants, likewise limiting the potential for response.

In contrast to the survey, participation in the focus group interviews was on a more personal level, and thus the participants were identifiable (to the researcher). Therefore, it can be assumed that the faculty members who agreed to participate in the focus group interviews did not mind disclosing their views, nor were they inclined to perceive such disclosure as threatening to their position. In short, those faculty members who are disposed to having more extreme opinions or negative perceptions concerning their roles or their job satisfaction would be more apprehensive and, therefore, less likely to participate in the focus group interviews.

Also, results from standardized surveys and focus group interviews may not have a stable foundation for comparison. The survey is a standardized instrument with specific (yet sometimes vague) statements that a faculty member is forced to evaluate using a Likert scale. These items may or may not reflect the actual experiences (or the perceived experiences) of the respondent. This was indicated by the fact that many of the surveys for this study were returned to the author with various written comments attached that suggested that the faculty member could not identify with

the statement. Thus, the survey itself may be an inadequate strategy to utilize in order to capture the variables of interest to this study. The focus group interview questions, however, were more open-ended, as well as more specific to the study and did, in fact, more accurately reflect the personal experiences of the respondents. Thus, by the utilization of the focus group interview method of data collection, significant differences may have been more accurately, as well as more easily, obtainable. Further, statements made in focus groups could be elaborated upon, and the subtleties of such statements can more easily be distinguished. Focus groups also offer the opportunity for interaction with others to aid in the facilitation of communication and acknowledgment of various factors. From speaking as a group, with those they identify with as a peer group, these faculty have an opportunity to express opinions and feelings with little possibility of expressing a socially undesirable comment or offending someone not from within the peer group. In short, the potential connection with those in a very similar situation and in a confidential atmosphere enables them to be more completely honest and frank.

In this specific study, significant findings were limited to the qualitative data of the focus groups, which may or may not reflect the perceptions of the larger

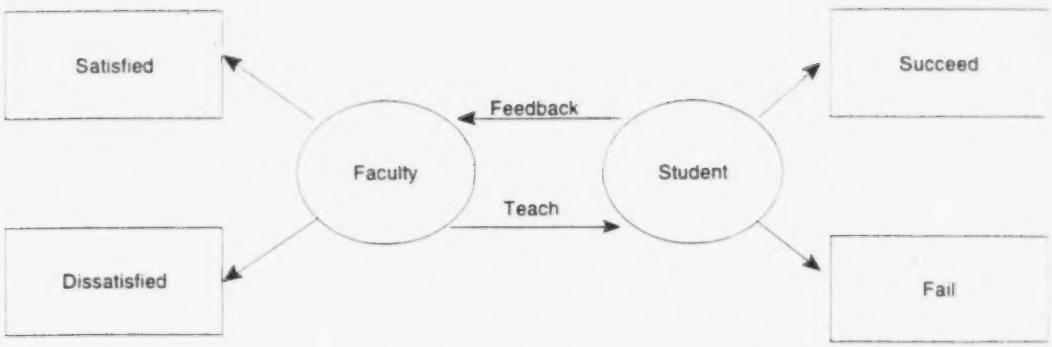

Figure 1. Relationship Between Faculty Job Satisfaction and Student Success

populations. With this is mind, the primary conclusion drawn from this study is that the faculty at this particular community college are generally satisfied with their roles. Those faculty members who responded to the study were, in general, comfortable with their perceptions of themselves as teachers and also believed that they played an important role in helping students to reach their academic and personal goals. Their respective levels of satisfaction were largely determined by their perceptions of their students' academic successes and failures shown in Figure 1. Faculty members enjoy teaching and supporting students in their efforts, and based on the feedback they receive from students, ultimately helps faculty members determine their levels of job satisfaction. Thus, student interaction becomes the primary resource for determining faculty job satisfaction.

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A second major finding of this study, which deserves attention, is that race and gender do interact and have an impact on faculty perceptions of roles. In fact, at this institution there is evidence that the white male faculty members have more in common with the black female faculty members, and the black male faculty members have more in common with the white female faculty members, in terms of the perceptions of their respective roles.

In keeping with previous research, the faculty members at this institution reported that the goal of the community college is different than that of four-year institutions in higher education. Most faculty see their work as providing educational opportunities for disadvantaged students thus they derive satisfaction from the successes of these students. In each of the four groups, members expressed a great deal of concern and perceived responsibility for their students' achievement. As they generally stated, many of the students were there in a nontraditional sense seeking a second chance at obtaining an education or attempting to gain an education under circumstances which were difficult or nontraditional. At this college, students are generally perceived as being numerous and under-prepared. As expected, faculty become frustrated with their lack of success in such an institution which is intended to provide an avenue for these students to become successful. Due to

the feelings of frustration experienced by these faculty, many become detached from taking personal responsibility for student failures, while others assume additional responsibility for the success of these students, resulting in additional stress and role conflict for those faculty.

Furthermore, there is consensus in the perceived difficulty to reach some of the students who need help the most, especially with black males. Many of the faculty also expressed frustration with the administrative process and administrative members because they perceived them as barriers to things which would potentially assist the students. Spanning each group was a tone of frustration with a bureaucratic system and uncooperative administration for denying them additional opportunities to reach students whom they already felt were in precarious educational positions. Even with these perceived setbacks, the smaller successes with individual students tends to outweigh the more numerous and regular failures that faculty experience.

With the exception of the white males, all other groups reported taking the initiative to meet student needs beyond the scope of their assigned duties. This agrees with previous and has been called the ethno-humanist role (Lomotey, 1994). Lomotey looked at the perceived roles of African American principals and asserted that in addition to the role of bureaucrat/administrator, African American

principals share a unique, cultural bond with African American students, and this bond enables them to interact and communicate more effectively with those students. So, principals who assume an ethno-humanist role are not only concerned with students progressing through grades, but also with the overall improvement of their lives. These principals were more likely to invest themselves in student progress both in and out of the classroom. Additionally, Polite, McClure, and Rollie (1997) found that the ethno-humanist role is not limited to African American principals. In fact, they found that Latino and White principals in their study seemed equally concerned about the cultural and overall development of their students, thus the ethno-humanist role does not appear to be race-specific. In this study, based on the qualitative interviews, all groups except for white males, assumed this role with their students, which agrees with the findings of Polite et al. (1997). In fact, the faculty members at this college have mentioned sacrificing personal time, professional time, and money to meet student needs. Figure 2 illustrates the different coping mechanisms to meet student needs mentioned by various faculty members during the focus group interviews. In particular, black males discussed at length their strategies for connecting with and helping black males

students, whom they see as struggling with similar issues within the institution.

Lastly, the results of this study agree strongly with Swoboda's (1990) in which minority faculty were expected to carry disproportionately high teaching, advising, and service loads; they were often victims of racism or sexism; and felt cut off from a range of networks and supportive services. In particular, black male and white female faculty members reported having these same difficulties in this study. Black male faculty members spoke at length about institutional racism, higher service loads, and lack of network with other minority faculty and minority students. White female faculty members discussed institutional sexism and lack of personal time due to high teaching demands and lack of administrative support. Interestingly, black female faculty members also mentioned some of these issues subtly, but did not report them to be stressful or conflicting in their respective roles.

Other Findings

Significant results were also found in the areas of educational level and instructional program. The survey respondents were divided into separate educational levels based on degree obtained (Bachelor's, Master's, Doctoral Candidate, and Doctorate). ANOVA and Fisher posthoc

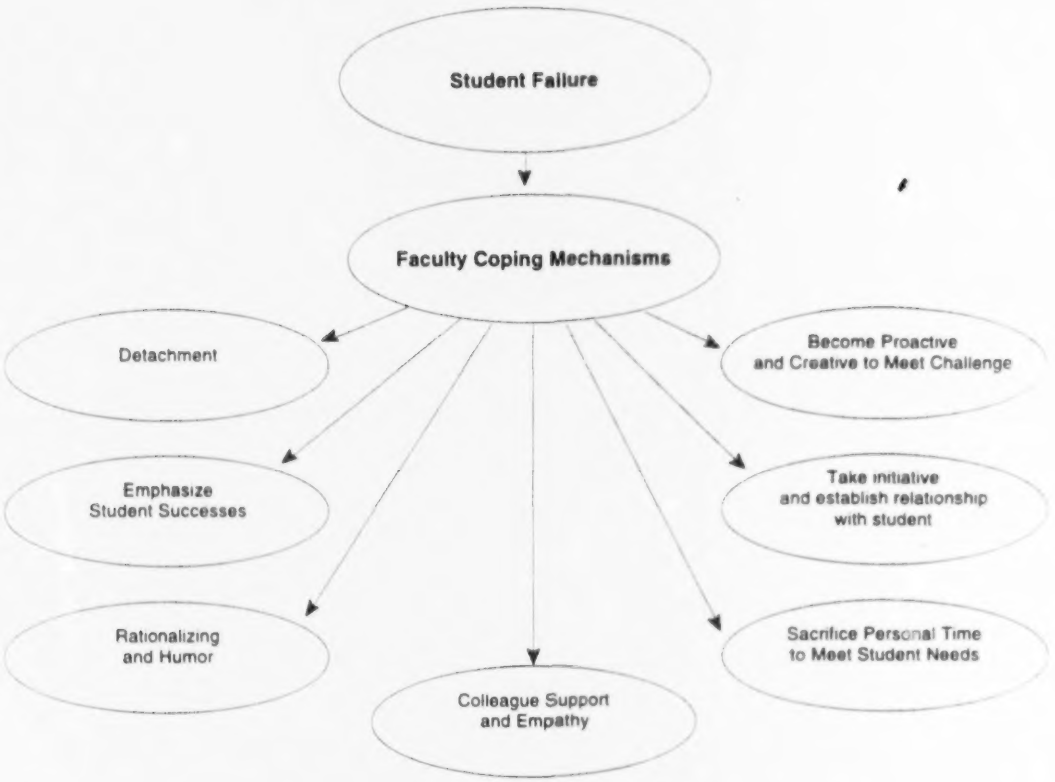
Student Failure
Faculty Coping Mechanisms
Detachment
Become Proactive and Creative to Meet Challenge
Emphasize Student Successes
Take initiative and establish relationship with student
Rationalizing and Humor
Sacrifice Personal Time to Meet Student Needs
Colleague Support and Empathy

Figure 2. Faculty Coping Mechanisms For Student Failure

analyses revealed significant group differences among all groups with the exception of Doctoral Candidates. Caution should be noted, however, for any strong interpretations of results from the Bachelor's group, since that group was comprised of only eight individuals.

The data for this area of investigation suggests that job satisfaction may be partially determined by the level of education of the faculty member. Based on the analysis of this particular study, job satisfaction has an inverse

relationship with educational level. The data show that faculty members with higher degrees reported lower levels of job satisfaction. This finding can be interpreted in different ways. First, it is quite possible that faculty members who have obtained their doctorate degree are the least satisfied in a community college setting that emphasizes teaching over research. This has historically been cited as one of the sources of frustration with doctorate faculty members at community colleges (Rich & Joliquer, 1978; Toman, 1995; Corbin, 1995). The average teaching load for faculty at a community college is five classes a semester, which leaves little time to pursue research interests, particularly at an institution that does not strongly support these efforts. This assumption is supported by the frequently mentioned dilemma of lack of time by the focus group participants and also, their references to a lack of administrative support, which is something that they feel they would receive at a four-year university. For example one white male faculty member (Bill) states,

> There's also no assistance for just about anything. So at least professionally that's somewhat frustrating. I think we have almost we have very little money for professional development and it doesn't go very far and sometimes that money is used in group activities or things that the college wants us to learn. To become computer literate and other things is important but at the same time I have my own personal choices of

> conferences and meetings and things and it's very difficult to get any kind of support or money for that. And so you have a tendency to have to work a lot harder to keep up with your field in some ways.

This finding agrees with the work of Harnish & Creamer (1986) who found that community college faculty who had been in their faculty role for over twenty years felt stagnated. This suggests a negative relationship between job longevity and role perceptions.

It is also a possibility that doctorate faculty members are older, and age (or tenure) may have a significant influence on job satisfaction. This is supported by the findings of Harnish & Creamer (1986) who found a negative effect of longevity on job attitudes. Specifically, community college faculty who had been in their faculty roles for over 20 years felt stagnated. Both of these interpretations are supported by the regression analysis performed in this study that identified age and educational level as significant independent predictors of job satisfaction.

Another significant finding was detected on the role conflict scale with regards to instructional program. ANOVA revealed significant differences among Humanities, Business, MSE (Math, Science, & Engineering), and VPF (Visual & Performing Arts) instructors. A subsequent regression analysis also identified instructional program area as a

significant predictor of role conflict. These results suggest that perceived levels of role conflict are partially dependent upon the instructional area in which a faculty member teaches. This finding is not surprising given that the various departments have their own individual guidelines, size, distinct personalities, and various levels of organization, support, and cohesion among faculty members.

Practical Implications & Future Directions

In general, based on the findings of this study, the faculty members at this institution were satisfied with their jobs and their perception of their individual roles. The survey did not demonstrate significant race and gender differences in the role conflict or job satisfaction domains. The focus group interviews did not differ from the survey with regards to job satisfaction, however, they revealed differences in the role conflict domain.

Specifically, white male faculty reported frustration with regards to student retention, while black males reported frustration in the lack of minority faculty at the college and a lack community with black male students. White females reported frustrations in the areas of student retention, and lack of time/support services, while black females report frustration primarily in the area of lack of

funding. The white male and black female groups did not perceive their roles to be different than other groups, while the black male and white female groups perceived role differences based on race or gender.

The results of this study clearly call for further investigation of these respective gender/minority groups and the perceived differences among them in the realm of higher education. A more in depth study of other groups who were not represented in the qualitative aspect of this study is also warranted.

Minority response for this study was very low as should be anticipated at any institution which is composed of a limited minority representation. It is quite possible that members of minority groups who are in a position where their representation is very limited would not be comfortable in responding to surveys or interviews concerning their jobs, particularly if they do not perceive a feeling of security within that job. With this in mind, research in this area may be severely limited if it does not tap the very subjects who potentially exhibit the highest levels of role conflict and/or lower levels of job satisfaction.

Given the black male interview group's perception of a lack of minority community among faculty members, efforts should be made at the administrative level to facilitate work and/or social activities that would promote enhanced

social interaction. The black male faculty reported that there were only one or two faculty events that allowed them to interact with minority faculty members from other campuses. It is conceivable that a minority faculty alliance could be formed and meet periodically throughout the school year to offset the sense of isolation that is being reported by these faculty members. Thus a network would be provided that would allow improved communication between minority faculty members.

With regards to the problem of student retention, all groups interviewed, with the exception of black females, reported concern and frustration in this area. The low rate of student retention is an unfortunate reality at the 2-year community college. The open admissions system at community colleges yields an influx of large numbers of students with varied backgrounds. This, in itself, has the potential for an increase in the likelihood of teacher and student failures, thus resulting in low retention rate. Due to this dilemma, support should be given to faculty members (especially new faculty) on how to accommodate this norm into their personal definitions of job satisfaction and success. Also, the faculty and administration should be encouraged to develop a mentoring system within the respective departments. This would enable both the faculty members and students to benefit from the emotional and

academic support needed to enhance the pursuit of academic and personal goals.

Additionally, the different coping mechanisms cited by different faculty members should be further explored both quantitatively and qualitatively. It is worth investigating why different faculty members (based on ethnicity and gender) cited different coping mechanisms for dealing with student failure/retention. It is also worth investigating why some of these options may not even be considered by certain faculty members. Such information would further enhance our understanding of how different faculty members perceive their roles. For some faculty members, their perceived duties may end with teaching in the classroom. It would, therefore, be useful to understand the differences in faculty that perceive their roles to expand beyond the contractual obligations of the job with those who take on additional responsibilities at their own personal choice, and often, expense.

The equality in the proportion of male and female faculty members at this college may have attenuated any potential significant gender differences in the results of this particular study. In institutions where there are adequate or proportional representations of minority groups (race or gender), there is greater opportunity for equality of responses. In fact, for this study, more women (103)

responded to the survey than men (74). Future research should investigate differences between institutions that possess equal representation of minority groups and institutions which consist of a more sparse minority representation. Such an investigation would allow researchers to determine the impact that group size has on the job-related variables such as role conflict and job satisfaction. It would also be interesting to investigate these differences at the four-year institutional level.

Also, recommendations for future research include further work with broader based populations of teachers in higher education. Conceivably, more experienced instructors have different needs and expectations than do their less experienced colleagues. It would be valuable to determine if the processes leading to job satisfaction are similar or different for teachers beginning their careers, at the middle of their careers, or at the end of their careers.

Because many of the role perceptions of this study were affected by race and gender interactions, it is important to take into account these factors in faculty members induction into higher education. All of the focus groups in this study mentioned a concern with a lack of administrative support. Thus, improving communication between faculty members and administrators might be a way to facilitate the college's educational goals. Teaching administrators how to

learn and meet the needs of the minority groups of faculty in the college could prove to be of great benefit. Concerns should focus on how such needs differ across race and gender groups, and how administrative actions or college policies affect these different groups.

Finally, the results of this study produced very different quantitative and qualitative results. This further emphasizes the need for combining these methodologies within the same study. This would allow the magnification of individual differences that may get lost in the larger survey pools. A study that produced similar results across these different methodologies will have greater internal and external validity. Support for combining methodologies is growing in the field (Leedy, 1997).

Contributions of this Study

From the social cognitive psychologist's point of view, it is useful to determine not only the normative standards others use for evaluation but also to learn about the effects the values, perceptions, and attitudes held by any given individual have upon his/her concepts of self, his/her behaviors, and upon his/her performance in and assumption of roles.

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This study provides data on the role perceptions of full-time community college faculty in relation to their levels of job satisfaction. Quantitative (survey) and qualitative (interview) methods were employed in order to retrieve the information for the study. Specifically, it offers data on the potential differences which exist in role perceptions based on the faculty member's ethnicity and gender.

According to the data, differing role perceptions were discovered to exist among faculty members. The variance in role perceptions was based on the gender and race of the faculty members who participated in the study, however, the clarity of how these role perceptions relate to levels of job satisfaction is ambiguous. Based on the results of this study, the relationship between role conflict and job satisfaction is inconclusive. Those faculty members who reported experiencing greater role conflict and, subsequently, more stress, nevertheless seemed to be satisfied in their roles. In fact, in accordance with previous research, the findings of this study may suggest that greater stress could conceivably motivate certain faculty members to embrace the challenge of their roles, or indeed, that stress may not be the significant factor in determining job satisfaction. The data from this study

contributes to a better understanding of the role conflict construct, particularly as it relates to job satisfaction.

Lastly, the results from this study support the need for combining qualitative and quantitative methodologies. The previous, more in depth, quantitative studies may be missing valuable data that the qualitative interviews of this study are extracting, particularly in institutions where the numbers of minority faculty are limited. Also, within an institution such as this one, which accommodates a greater number of minority students, job satisfaction becomes a critical issue to examine since the efficiency of student education is affected. Satisfied faculty will undoubtedly respond in a more effective manner to the needs of their students, as well as to the needs of the institution, and to other faculty members.

The results of this study have added to the limited knowledge of faculty in community college higher education, particularly women and minority faculty. It is important to consider these views regarding role satisfaction because satisfied faculty provide a source of strength and identity to the college atmosphere and they will see their role as more instrumental in helping students to expand their educational goals. This adds to the improvement of college climates by increasing an understanding of racial, cultural, and ideological diversity, and helps colleges and

universities become more representative of and responsive to those that they currently serve and will increasingly serve in the coming century.

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Appendix A

Cover Letter

THE CATHOLIC UNIVERSITY OF AMERICA
Department of Education
Washington, D.C. 20064
202-319-5800

Dear Faculty Member,

I am undertaking a study of faculty members at MACC Community College for the completion of my doctorate at the Catholic University of America. The director of this research is Dr. Vernon Polite in collaboration with Dr. _____, Division Chair, _____ campus. Together, we ask your participation in this study. Also, I teach psychology, human services, and early childhood education courses here at MACC as an adjunct faculty member, primarily at the central campus. It is important that you become part of this survey so that valid and honest results might be obtained. Your involvement is important because the results of this survey will be made available to MACC administrative policy makers, so your voice should be heard.

This survey is attempting to explore how full-time faculty members at MACC perceive their roles as educators. It also explores levels of job and teaching satisfaction. Here are some guidelines to help you.

1) The survey should take about 20 minutes to complete.
2) Please be sure to answer <u>every</u> question.
3) Every question should receive <u>only one answer</u>.
4) If you do not find a rating that exactly expresses your understanding of a certain issue, please choose a rating that <u>comes closest</u>.
5) Place the completed survey in an intercampus envelope and address it to me at the central campus. Anonymity and confidentiality are ensured. Please complete the survey and mail it as soon as you can.

Again, thank you for taking time to respond to this survey.

Appreciatively,

Sal Corbin, Ph.D. (candidate)

Appendix B

Instrumentation

Faculty Survey

Your answers to the following questions will be treated confidentially; information obtained from these questionnaires will be reported only in the aggregate.

Please answer the following questions by choosing the response that best fits your particular situation.

A. General Information.

1. Please indicate your gender: male___ female___

2. Which of the following describes your racial/ethnic background?
   - ___ American Indian/Alaskan
   - ___ Asian/Pacific Islander
   - ___ Black, non-Hispanic
   - ___ Hispanic
   - ___ White or other

3. How old are you?
   - ___ Under 25
   - ___ 25-34
   - ___ 35-44
   - ___ 45-54
   - ___ 55 or older

4. What is your highest educational level?
   - ___ Bachelor's
   - ___ Master's
   - ___ Doctoral candidate
   - ___ Doctorate

5. How many years have you taught at the college or university level?
   - ___ 0-5
   - ___ 5-10
   - ___ 10-15
   - ___ 15-20
   - ___ 20+

6. How many classes do you teach per semester? _____

7. Which division (instructional program) do you belong to?
   _____

8. What percent of your professional time is spent in each of the following areas?
   - ___ Teaching
   - ___ Student Advising
   - ___ Administrative responsibilities
   - ___ Committees
   - ___ Other _____

B. Faculty Role Perceptions

Please answer the following statements by indicating the degree to which this condition exists for you. Rate your response by using a seven-point scale ranging from very false to very true. (very false 1 2 3 4 5 6 7 very true). Circle a number between **1** (very false) and **7** (very true) for each item.

	Very False - Very True
9. I have enough time to complete my work.	1 2 3 4 5 6 7
10. I feel secure about how much authority I have.	1 2 3 4 5 6 7
11. I perform tasks that are too easy or boring.	1 2 3 4 5 6 7
12. Clear, planned goals/objectives exist for my job.	1 2 3 4 5 6 7
13. I perform work that suits my values.	1 2 3 4 5 6 7
14. There is a lack of policies/guidelines to help me.	1 2 3 4 5 6 7
15. I am able to act the same regardless of the group I am with.	1 2 3 4 5 6 7
16. I am corrected or rewarded when I really don't expect it.	1 2 3 4 5 6 7
17. I work under incompatible policies and guidelines.	1 2 3 4 5 6 7
18. I know that I have divided my time properly.	1 2 3 4 5 6 7
19. I receive an assignment without the manpower to complete it.	1 2 3 4 5 6 7
20. I know what my responsibilities are.	1 2 3 4 5 6 7
21. I have to buck a rule or policy in order to carry out an assignment.	1 2 3 4 5 6 7
22. I have to "feel my way" in performing my duties.	1 2 3 4 5 6 7
23. I receive assignments that are within my training and capability.	1 2 3 4 5 6 7
24. I feel certain how I will be evaluated for a raise of promotion.	1 2 3 4 5 6 7
25. I have just the right amount of work to do.	1 2 3 4 5 6 7
26. I know exactly what is expected of me.	1 2 3 4 5 6 7
27. I work with two or more groups who operate quite differently.	1 2 3 4 5 6 7
28. I have to do things that should be done differently.	1 2 3 4 5 6 7
29. I receive incompatible requests from two or more people.	1 2 3 4 5 6 7
30. I am uncertain as to how my job is linked.	1 2 3 4 5 6 7
31. I do things that are apt to be accepted by one person and not accepted by others.	1 2 3 4 5 6 7
32. I am told how well I am doing my job.	1 2 3 4 5 6 7
33. I receive an assignment without adequate resources and materials to execute it.	1 2 3 4 5 6 7
34. Explanation is clear of what has to be done.	1 2 3 4 5 6 7
35. I work on unnecessary things.	1 2 3 4 5 6 7
36. I have to work under vague directives or orders.	1 2 3 4 5 6 7
37. I do not know if my work will be acceptable to my boss.	1 2 3 4 5 6 7

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C. Satisfaction With Job

Please rate each of the aspects of your work listed below according to the degree of satisfaction or dissatisfaction it provides you. Rate your response using a seven-point scale ranging from very dissatisfied to very satisfied (very dissatisfied 1 2 3 4 5 6 7 very satisfied). Circle a number between **1** (very dissatisfied) and **7** (very satisfied) for each item.

	Very Dissatisfied - Very Satisfied
38. Working with your students.	1 2 3 4 5 6 7
39. The amount of authority you have been given to do your job.	1 2 3 4 5 6 7
40. Interpersonal relations with fellow workers.	1 2 3 4 5 6 7
41. Your salary and benefits.	1 2 3 4 5 6 7
42. Opportunities for promotion.	1 2 3 4 5 6 7
43. The challenge your job provides you.	1 2 3 4 5 6 7
44. The quality of supervision you receive.	1 2 3 4 5 6 7
45. Chances for acquiring new skills.	1 2 3 4 5 6 7
46. Amount of student contact.	1 2 3 4 5 6 7
47. Opportunities for really helping people.	1 2 3 4 5 6 7
48. Amount of funding for programs.	1 2 3 4 5 6 7
49. Clarity of guidelines for doing your job.	1 2 3 4 5 6 7
50. Opportunity for involvement in decision making.	1 2 3 4 5 6 7
51. The recognition given your work by your supervisor.	1 2 3 4 5 6 7
52. Your feeling of success as a professional.	1 2 3 4 5 6 7
53. Field of specialization you are in.	1 2 3 4 5 6 7
54. The amount of personal growth and development you get from doing your job.	1 2 3 4 5 6 7
55. Amount of support from college administration.	1 2 3 4 5 6 7

D. Satisfaction With Teaching

The following 20 questions deal with your perceptions of yourself as a teacher and of the teaching profession. Please circle the response choice that best reflects how you feel about each of the statements, using the following response scale: Disagree (D), Tend To Disagree (TD), Tend To Agree (TA), or Agree (A).

	D	TD	TA	A
56. Teaching gives me a great deal of satisfaction.	D	TD	TA	A
57. Teaching enables me to make my greatest contribution to society.	D	TD	TA	A
58. I love to teach.	D	TD	TA	A
59. If I could plan my career again, I would choose teaching.	D	TD	TA	A
60. I would recommend teaching as an occupation to students of high scholastic ability.	D	TD	TA	A
61. If I could earn as much money in another occupation, I would stop teaching.	D	TD	TA	A
62. I find my contacts with students, for the most part, highly satisfying and rewarding.	D	TD	TA	A
63. I am an important part of this college.	D	TD	TA	A
64. I feel successful and competent in my present position.	D	TD	TA	A
65. I enjoy working with student organizations, clubs, and societies.	D	TD	TA	A
66. I am at a disadvantage professionally because other instructors are better prepared to teach than I am.	D	TD	TA	A
67. As far as I know, the other instructors think I am a good instructor.	D	TD	TA	A
68. The "stress and strain" resulting from teaching makes teaching undesirable for me.	D	TD	TA	A
69. Most of the actions of students irritate me.	D	TD	TA	A
70. My students regard me with respect and seem to have confidence in my professional ability.	D	TD	TA	A
71. My students appreciate the help I give them with their school work.	D	TD	TA	A
72. To me there is no more challenging work than teaching.	D	TD	TA	A
73. As an instructor, I think I am as competent as most other instructors.	D	TD	TA	A
74. I really enjoy working with my students.	D	TD	TA	A
75. I am well satisfied with my present teaching position.	D	TD	TA	A

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Appendix C

Consent Form

THE CATHOLIC UNIVERSITY OF AMERICA
Department of Education
Washington, D.C. 20064
202-319-5800

INFORMED CONSENT FORM
(Faculty Focus Groups)

NAME OF STUDY: Role perceptions and job satisfaction of community college faculty.

INVESTIGATOR: Saladin K. Corbin, Ph.D. (Candidate)

SUPERVISOR: Dr. Vernon Polite, Ph.D.

QUESTIONS: Phone: Saladin Corbin 304-766-7697

DESCRIPTION/PURPOSE OF STUDY. I understand that I am being asked to participate in a research project designed to gain a better understanding of community college faculty role perceptions and factors related to job satisfaction. I understand that Saladin Corbin is a doctoral student in the Department of Education at the Catholic University of America. I realize this research will partially fulfill the requirements for a doctoral degree in education.

DESCRIPTION OF PROCEDURE. I understand that if I agree to participate in this study, I will be requested to participate in an audiotaped focus group that will meet once, for approximately one hour. The focus group discussion will focus on my experiences as a faculty member, specifically factors that relate to job satisfaction.

RISKS OR INCONVENIENCE. I understand that no physical or psychological risks are expected from the group meeting. In the unlikely event that I should become uncomfortable, I am free to withdraw from the discussion. I understand that there is no monetary compensation for my participation.

BENEFITS OF THE STUDY. I understand I will receive no direct benefit from participation in this study. My participation may provide insight into the limited knowledge about faculty in community college higher education. I may also acquire a better understanding of my perceptions as a faculty member.

CONFIDENTIALITY. All information provided by me will not be known to anyone. I will not be identifiable by name in any report or publication about this study. I understand that the audiotape will be destroyed once information has been extracted from it. I understand that all information provided by me in relation to this study is guaranteed confidential to the extent that it is legally possible. I understand that research records may be subpoenaed by the court or may be inspected by federal regulatory authorities.

RIGHT TO WITHDRAW. I understand that my participation in this study is entirely voluntary. I may refuse to participate and can withdraw at any time during the meeting without suffering any penalty or loss of benefits to which I am entitled. My faculty rank and position will not be affected by my decision to participate or withdraw from this study.

If I have any questions about this study, I understand I can call Saladin Corbin at (304) 766-7697.

I have retained a signed copy of this consent form.

I volunteer to participate in this study.

_____ _____

Subject's Signature Date

_____ _____

Researcher's Signature Date

Any complaints or comments about your participation in this research project should be directed to: Secretary, Committee for the Protection of Human Subjects, Office of Sponsored Programs and Research Services, The Catholic University of America, Washington, D.C. 20064; Telephone: 202-319-5218

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